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## ABSTRACT

Intended to enhance the quality of language arts instruction in the first grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HTH)

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# NORMAN PUBLIC SCHOOLS

## LANGUAGE ARTS CURRICULUM GUIDE FIRST GRADE

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# INTRODUCTION

This language arts curriculum guide has been prepared by members of the faculty of the Norman Public Schools to enhance the quality of language arts instruction. The guide defines objectives, lists some basic resources, and offers suggested teaching activities. The intent of the guide is to:

1. Provide teachers, beginning as well as experienced, with clearly defined learner objectives.
2. Provide continuity in the language arts program between grade levels and among schools within the district.
3. Avoid unnecessary duplication within the curriculum.
4. Supply basic resources and activities.

Improvement of instruction, however, depends primarily upon the teachers who use this guide. Teachers are urged to try the suggested activities and resources and make notations concerning the guide's strengths and weaknesses, so that it may be continuously updated.



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 1

I = Introduction  
 M = Major Objective  
 R = Reinforcement & Extension  
 r = Continued Reinforcement  
 (Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                                                                               | 1   | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|---|
| <b>Strand I: Language and Grammar</b>                                                                                                                   |     |   |   |   |   |
| The student....                                                                                                                                         |     |   |   |   |   |
| 1. Listens and looks for words that rhyme with each other                                                                                               | I   | M | R | r | r |
| 2. Uses oral and written language to express thoughts                                                                                                   | I   | M | M | M | M |
| 3. Distinguishes between a word, a word-part, or a group of words                                                                                       | I   | M | R | r | r |
| 4. Recognizes that words are symbols                                                                                                                    | I/M | R | r | r | r |
| 5. Recognizes that people give meaning to words and can add meaning to existing words                                                                   |     |   | I | M | R |
| 6. Uses a dictionary definition to understand the meaning of a word                                                                                     |     | I | M | R | r |
| 7. Recognizes that different words may be used to symbolize the same object or idea (e.g., sofa, couch)                                                 |     | I | M | R | r |
| 8. Can expand a sentence by adding words or groups of words                                                                                             |     |   | I | M | R |
| 9. Can reduce a sentence by removing words or groups of words                                                                                           |     |   |   | I | M |
| 10. Recognizes that a word's position in a sentence may indicate its function                                                                           |     |   |   |   | I |
| 11. Identifies some methods by which words have been added to the language (e.g., compounding, affixes, borrowing from other languages, acronyms, etc.) |     |   |   |   | I |

# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 2

I = Introduction  
 M = Major Objective  
 R = Reinforcement & Extension  
 r = Continued Reinforcement  
 (Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                           | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 12. Examines the processes by which meanings of words are changed (e.g., misuse, association, etc.) |   |   |   |   | I |
| 13. Distinguishes between the purposes of messages (selling and informing)                          |   |   | I | M | R |
| 14. Distinguishes between fact and opinion                                                          |   |   | I | M | R |
| 15. Recognizes that spoken English is usually more informal than written English                    |   |   |   | I | I |
| 16. Recognizes simple subject in sentences with natural order                                       |   | I | M | R | r |
| 17. Recognizes simple subject in sentences with inverted order                                      |   |   |   |   | I |
| 18. Recognizes simple predicate in sentences with natural order                                     |   | I | M | R | r |
| 19. Recognizes simple predicate in sentences with inverted order                                    |   |   |   |   | I |
| 20. Separates a sentence into its two main parts (complete subject and complete predicate).         |   |   | I | M | R |
| 21. Identifies a statement                                                                          |   | I | M | R | r |
| 22. Identifies a question                                                                           |   | I | M | R | r |
| 23. Identifies a command                                                                            |   |   | I | M | R |
| 24. Identifies an exclamation                                                                       |   |   | I | M | R |
| 25. Distinguishes between a complete simple sentence and a sentence fragment                        |   |   |   | I | I |
| 26. Recognizes a compound sentence                                                                  |   |   |   | I | M |

# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 3

I = Introduction  
 M = Major Objective  
 R = Reinforcement & Extension  
 r = Continued Reinforcement  
 (Review/use)

### GRADE LEVEL

| OBJECTIVE                                                                     | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------------|---|---|---|---|---|
| 27. Recognizes a prepositional phrase                                         |   |   |   |   | I |
| 28. Provides a definition of a noun, and identifies common nouns in sentences |   | I | M | R | r |
| 29. Identifies proper nouns in sentences                                      |   |   | I | M | R |
| 30. Provides a definition and identifies a pronoun                            |   |   | I | M | R |
| 31. Identifies personal pronouns                                              |   |   | I | M | R |
| 32. Identifies number (singular or plural) of a pronoun                       |   |   | I | M | R |
| 33. Uses pronoun number in agreement with antecedent                          |   |   |   | I | M |
| 34. Forms possessive case of nouns and pronouns:                              |   |   |   |   |   |
| a. singular not ending in s                                                   |   |   | I | M | R |
| b. singular ending in s                                                       |   |   |   |   | I |
| c. plural not ending in s                                                     |   |   | I | M | R |
| d. plural ending in s                                                         |   |   |   |   | I |
| 35. Recognizes and defines a verb                                             |   | I | M | R | r |
| 36. Recognizes helping verbs                                                  |   |   | I | M | R |
| 37. Identifies present tense                                                  |   |   | I | M | R |
| 38. Identifies past tense                                                     |   |   | I | M | R |
| 39. Identifies future tense                                                   |   |   | I | M | R |
| 40. Uses verb number in agreement with subject                                |   |   | I | M | R |



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 4

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                         | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 41. Identifies contractions and their component words                                             |   | I | M | R | r |
| 42. Uses proper subject-verb agreement with contractions                                          |   |   | I | M | R |
| 43. Identifies and defines an adjective                                                           |   |   | I | M | R |
| 44. Recognizes articles and determiners                                                           |   |   | I | M | R |
| 45. Identifies and defines an adverb                                                              |   |   |   | I | M |
| 46. Provides a definition of a conjunction, and identifies coordinating conjunctions in sentences |   |   |   | I | M |
| 47. Provides a definition of an interjection, and recognizes interjections in sentences           |   |   |   | I | M |
| 48. Uses the period:                                                                              |   |   |   |   |   |
| a. as the closing for declarative and imperative sentences                                        | I | M | R | r | r |
| b. at the end of abbreviations                                                                    | I | M | R | r | r |
| c. after initials                                                                                 | I | M | R | r | r |
| 49. Uses the question mark to close interrogative sentences                                       | I | M | R | r | r |
| 50. Uses the exclamation point to close exclamatory sentences                                     |   |   | I | M | R |



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 5

I = Introduction  
 M = Major Objective  
 R = Reinforcement & Extension  
 r = Continued Reinforcement  
 (Review/use)

GRADE LEVEL

| OBJECTIVE                                                                              | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------|---|---|---|---|---|
| 51. Uses the comma to set off or separate:                                             |   |   |   |   |   |
| a. words or phrases of direct address                                                  |   |   | I | M | R |
| b. city and state                                                                      |   | I | M | R | r |
| c. various parts of a date                                                             |   | I | M | R | r |
| d. direct quotations                                                                   |   |   |   | I | M |
| e. salutation and closing of a friendly letter                                         |   |   | I | M | R |
| f. introductory words and phrases                                                      |   |   |   |   | I |
| g. items in a series                                                                   |   |   | I | M | R |
| h. compound sentences                                                                  |   |   |   | I | M |
| 52. Uses the colon to show hours and minutes numerically                               |   | I | M | R | r |
| 53. Recognizes the need for quotation marks in short direct quotations (unbroken)      |   |   | I | M | R |
| 54. Recognizes the need for quotation marks with titles of short stories (short works) |   |   | I | M | R |
| 55. Recognizes the need for the apostrophe with possessive case of nouns               |   |   | I | M | R |
| 56. Uses the apostrophe to indicate omitted letters in a contraction                   |   | I | M | R | r |
| 57. Underlines titles of books (longer works)                                          |   |   | I | M | R |

# LANGUAGE ARTS ARTICULATION CHART

PAGE 6

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 58. Capitalizes:                                                                                                                                                             |   |   |   |   |   |
| a. persons, days of the week, and months of the year                                                                                                                         | I | M | R | r | r |
| b. countries, nationalities, races, languages, and geographic and place names                                                                                                |   |   | I | M | r |
| c. special organizations, special buildings, structures, ships, airplanes, and trains                                                                                        |   |   |   | I | M |
| d. brand or trade names, not products                                                                                                                                        |   |   |   |   | I |
| e. holidays, initials and abbreviations of titles, and titles of honor or respect that precede a proper name or are used alone in place of the name of a specific individual |   | I | M | R | r |
| f. beginning of a sentence                                                                                                                                                   | I | M | R | r | r |
| g. greeting and closing of a letter                                                                                                                                          |   |   | I | M | R |
| h. titles of stories, poems, and books                                                                                                                                       |   | I | I | M | R |
| i. names of religions                                                                                                                                                        |   |   |   | I | M |
| j. definitive areas but not directions                                                                                                                                       |   |   |   |   | I |

# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 7

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Rewind/use)

GRADE LEVEL

| OBJECTIVE                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>Strand II: Listening</b>                                                                                                                |   |   |   |   |   |
| The student...                                                                                                                             |   |   |   |   |   |
| 1. Identifies various types and sources of sounds that we listen to in everyday life (e.g., other people, nature, audiovisual media, etc.) | R | r | r | r | r |
| 2. Listens for information, for entertainment or pleasure, for understanding, and for safety                                               | M | R | r | r | r |
| 3. Demonstrates understanding of directions, announcements, and introductions (attentive listening)                                        | I | M | R | r | r |
| 4. Follows oral directions                                                                                                                 | M | M | M | M | M |
| 5. Listens and responds appropriately to other speakers in both formal and informal situations                                             | I | M | R | r | r |
| 6. Listens to get main ideas                                                                                                               | I | M | R | r | r |
| 7. Listens to get supporting details                                                                                                       |   | I | M | R | r |
| 8. Listens to obtain information which can be repeated or paraphrased                                                                      |   |   | I | M | R |
| 9. Distinguishes between statements of fact and statements of opinion                                                                      |   |   | I | M | R |
| 10. Uses contextual clues to determine the meanings of words                                                                               |   |   | I | M | R |

# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 8

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                     | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>Strand III: Speaking</b>                                                                   |   |   |   |   |   |
| The student...                                                                                |   |   |   |   |   |
| 1. Responds orally to questions from teachers and peers in the classroom situation            | M | R | r | r | r |
| 2. Demonstrates proficiency in the mechanics of speech through:                               |   |   |   |   |   |
| a. enunciation of speech sounds                                                               | I | M | R | r | r |
| b. stress and pitch                                                                           |   |   |   | I | M |
| c. volume                                                                                     | I | M | R | r | r |
| d. rate                                                                                       | I | M | R | r | r |
| 3. Gives oral reports                                                                         |   |   | I | M | R |
| 4. Selects an appropriate topic for a report                                                  |   |   | I | M | R |
| 5. Expresses ideas and opinions in group discussion                                           | I | M | R | R | R |
| 6. Limits remarks to the purpose of the discussion                                            | I | M | M | M | M |
| 7. Maintains eye contact with an audience                                                     |   |   |   | I | M |
| 8. Allows others to finish speaking before beginning to speak in a conversation or discussion | I | M | M | M | M |
| 9. Uses the telephone courteously for social and practical purposes                           | I | M | R | r | r |
| 10. Words questions so that the answer sought is the information received                     |   | I | M | R | r |



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 9

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                                         | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>Strand IV: Reading</b>                                                                                         |   |   |   |   |   |
| The student...                                                                                                    |   |   |   |   |   |
| 1. Recognizes that printed words represent spoken language                                                        | M | R | r | r | r |
| 2. Develops auditory discrimination by:                                                                           |   |   |   |   |   |
| a. differentiating among the basic sounds of speech and associating these sounds with their corresponding symbols | M | R | r | r | r |
| b. recognizing similarities and differences in sounds within words (initial, medial, final positions)             | M | R | r | r | r |
| c. identifying and formulating rhyming sounds                                                                     | I | M | R | r | r |
| 3. Uses word-attack skills to decode words:                                                                       |   |   |   |   |   |
| a. recognizes basic words by sight (different words at different levels)                                          | M | R | r | r | r |
| b. uses phonetic analysis to:                                                                                     |   |   |   |   |   |
| 1. recognize initial, medial and final consonant letters                                                          | M | R | r | r | r |
| 2. recognize long and short vowels                                                                                | M | R | r | r | r |
| 3. recognize consonant blends and consonant digraphs                                                              | M | R | r | r | r |
| 4. recognize vowel controllers (silent e, r, etc.)                                                                | M | R | r | r | r |
| 5. recognize vowel digraphs                                                                                       | M | R | r | r | r |

# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 10

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                   | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------|---|---|---|---|---|
| 6. recognize diphthongs                                                                     | M | R | r | r | r |
| 7. recognize the schwa vowel                                                                |   |   | I | M | R |
| 4. Develops visual discrimination by:                                                       |   |   |   |   |   |
| a. recognizing similarities and differences in pictures and shapes                          | M | R | r | r | r |
| b. discerning differences in size and shape of letters and words                            | M | R | r | r | r |
| 5. Develops left-to-right visual patterns                                                   | M | R | r | r | r |
| 6. Uses structural analysis to:                                                             |   |   |   |   |   |
| a. recognize and identify the meanings of root words                                        | I | M | R | r | r |
| b. recognize inflectional forms and their influence on words to which they become attached: |   |   |   |   |   |
| 1. inflections that indicate number (s, es)                                                 | I | M | R | r | r |
| 2. inflections that indicate simple tense (s, ed, ing)                                      | I | M | R | r | r |
| 3. possessive inflections ('s, s')(See Language and Grammar objective #34)                  |   |   |   |   |   |
| 4. inflections that indicate comparison of adjectives and adverbs (er, est)                 |   | I | M | R | r |
| 7. Recognizes and identifies meanings of common prefixes and suffixes                       |   | I | M | R | r |
| 8. Identifies the number of syllables in word                                               | I | M | R | r | r |

# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 11

I = Introduction  
 M = Major Objective  
 R = Reinforcement & Extension  
 r = Continued Reinforcement  
 (Review/use)

### GRADE LEVEL

| OBJECTIVE                                                                                                   | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 9. Divides words into syllables                                                                             | I | I | I | M | R |
| 10. Recognizes and formulates compound words                                                                | I | M | R | r | r |
| 11. Identifies the meanings of contractions                                                                 | I | I | M | R | r |
| 12. Identifies the meanings of common abbreviations                                                         | I | I | M | R | r |
| 13. Uses context clues to determine the meanings of new words:                                              |   |   |   |   |   |
| a. clues of definition                                                                                      |   |   | I | M | R |
| b. clues of restatement, such as appositives                                                                |   | I | M | R | r |
| c. clues of contrast and comparison                                                                         |   |   | I | M | R |
| d. descriptive words or phrases that imply the meaning of a specific word                                   |   | I | M | R | r |
| e. picture clues                                                                                            | M | R | r | r | r |
| 14. Uses a dictionary to determine meaning and pronunciation of new words:                                  |   |   |   |   |   |
| a. knows the alphabet sequence sufficiently to find words easily                                            |   |   | I | M | R |
| b. identifies guide words and understands how to use them to find a word                                    |   |   | I | M | R |
| c. identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries |   |   | I | M | R |
| d. uses the pronunciation key or guide of a specific dictionary                                             |   |   |   | I | M |
| e. selects appropriate definitions and/or synonyms and antonyms from a dictionary entry                     |   |   |   | I | M |



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 12

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| f. identifies parts of speech labels in a dictionary entry                                                                   |   |   |   | I | M |
| 15. Understands synonyms and antonyms                                                                                        |   | I | M | R | r |
| 16. Understands homonyms                                                                                                     |   |   | I | M | R |
| 17. Recognizes that sentences are put together in paragraphs for specific purposes                                           |   |   |   | I | M |
| 18. Can express the meaning of a paragraph in his/her own words                                                              |   |   |   | I | M |
| 19. Uses capitalization and end punctuation as a guide to meaning                                                            | I | M | R | r | r |
| 20. Uses internal punctuation as a guide to meaning                                                                          |   |   | I | M | R |
| 21. Understands the literal meaning of a passage:                                                                            |   |   |   |   |   |
| a. recognizes and recalls details explicitly stated in a selection                                                           | I | M | R | r | r |
| b. recognizes the order of incidents, events, or ideas explicitly stated in a selection                                      |   |   | I | M | R |
| c. recognizes an explicit statement of a main idea                                                                           |   |   | I | M | R |
| d. recognizes or recalls statements of character traits explicitly stated in a selection                                     |   |   | I | M | R |
| e. recognizes and/or recalls comparisons among characters, times in history, places, or ideas that are stated in a selection |   |   |   |   | I |
| f. recognizes and/or recalls cause and effect relationships explicitly stated in a selection                                 |   |   |   |   | I |



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 13

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                           | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters |   |   | I | M | R |
| 23. Differentiates between reality and fantasy                                                      | I | M | R | r | r |
| 24. Reads silently                                                                                  |   | I | M | R | r |
| 25. Reads aloud in a manner that communicates meaning.                                              |   |   | I | M | R |
| 26. Alters the method of reading in relation to the type of materials and purposes for reading.     |   |   |   | I | M |
| 27. Uses study skills to meet the requirements of school work:                                      |   |   |   |   |   |
| a. uses parts of books, table of contents, glossaries, index, subtitles, etc.                       |   | I | M | R | r |
| b. follows written directions                                                                       |   | I | I | M | R |
| c. uses introductory outlining skills                                                               |   |   |   | I | M |
| d. takes written notes                                                                              |   |   |   |   | I |
| e. uses reading skills needed for preparing a report                                                |   |   |   | I | M |
| f. uses print clues, such as italics, underscoring, color coding, etc.                              |   |   |   | I | M |

# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 14

I = Introduction  
 M = Major Objective  
 R = Reinforcement & Extension  
 r = Continued Reinforcement  
 (Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                                          | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 28. Uses specialized reading skills needed for the various subject areas:                                          |   |   |   |   |   |
| a. understands specific meanings of words in the various content areas                                             |   |   | I | M | R |
| b. can read charts, maps, graphs, tables, and diagrams                                                             |   |   | I | M | R |
| c. can interpret pictures                                                                                          |   | I | M | R | r |
| 29. Locates specific materials in the library                                                                      |   |   | I | M | R |
| 30. Uses supplementary references such as encyclopedias and dictionaries                                           |   | I | I | M | R |
| 31. Organizes materials read by classifying or summarizing                                                         |   |   |   |   | I |
| 32. Makes critical judgements about material read:                                                                 |   |   |   |   |   |
| a. distinguishes between fictional and nonfictional reading selections                                             |   |   | I | M | R |
| b. recognizes an author's apparent and/or hidden purpose                                                           |   |   |   |   | I |
| c. judges the worth of material read (e.g., author's purpose and audience, literary standard, personal preference) |   |   |   |   | I |
| 33. Identifies with characters and events portrayed by authors.                                                    | I | M | R | r | r |
| 34. Discusses behaviors, traits, and relationships of characters                                                   |   |   | I | M | R |
| 35. Identifies or infers main ideas, conclusion, and themes from literature                                        |   |   |   | I | M |

## LANGUAGE ARTS

## ARTICULATION CHART

PAGE 15

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                   | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------|---|---|---|---|---|
| 36. Identifies the plot in a literary selection.                                            |   |   |   |   | I |
| 37. Recognizes when the author's background influences the content                          |   |   |   |   | I |
| 38. Examines the effect of setting in a story, play, or film                                |   |   |   | I | M |
| 39. Uses the library independently for recreational reading                                 |   |   | I | M | R |
| 40. Examines the contributions of various ethnic groups to the literary heritage of America |   |   |   |   | I |
| 41. Distinguishes between fact and opinion                                                  |   |   | I | M | R |



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 16

I = Introduction  
M = Major Objective  
R = Reinforcement & Extension  
r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                                | 1 | 2 | 3   | 4 | 5 |
|----------------------------------------------------------------------------------------------------------|---|---|-----|---|---|
| <b>Strand V: Writing</b>                                                                                 |   |   |     |   |   |
| The student...                                                                                           |   |   |     |   |   |
| 1. Recognizes that the written words are graphic symbols for spoken words                                | M | R | r   | r | r |
| 2. Develops handwriting skills:                                                                          |   |   |     |   |   |
| a. uses manuscript                                                                                       | M | R |     |   |   |
| b. uses cursive writing                                                                                  |   |   | I/M | R | r |
| c. prints neatly, legibly, and with moderate speed                                                       | M | R | r   | r | r |
| d. uses left-to-right progression                                                                        | M | R | r   | r | r |
| e. uses simple punctuation marks                                                                         | I | M | R   | r | r |
| f. employs appropriate formation, size, slant, alignment, and spacing in cursive                         |   |   | I/M | R | r |
| 3. Uses proper capitalization in writing (See Language and Grammar Objective #58)                        |   |   |     |   |   |
| 4. Uses correct punctuation in writing (See Language and Grammar Objective #14)                          |   |   |     |   |   |
| 5. Writes a letter using date, greeting, body, closing, and signature, and addresses envelopes correctly |   |   | I   | M | R |
| 6. Spells a prescribed set or series of words correctly.                                                 | M | M | M   | M | M |
| 7. Proofreads and corrects                                                                               |   |   |     | I | I |



# LANGUAGE ARTS

## ARTICULATION CHART

PAGE 17

I = Introduction  
 M = Major Objective  
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 r = Continued Reinforcement  
 (Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                               | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 8. Uses descriptive words and phrases                                                                   |   |   |   | I | M |
| 9. Writes a complete simple sentence                                                                    | I | M | R | r | r |
| 10. Writes a story using simple sentences in a sequence.                                                |   |   | I | M | R |
| 11. Writes a story having a beginning, a middle, and an end.                                            |   |   |   | I | M |
| 12. Combines short, choppy sentences by compounding subjects and verbs                                  |   |   |   |   | I |
| 13. Uses a variety of sentence patterns in writing (S-V, S-V-C, S-V-O, expletive sentence, etc.)        |   |   |   | I | M |
| 14. Combines two or more sentences into a compound sentence                                             |   |   |   | I | M |
| 15. Writes words that work together in meaningful thought units (clauses and phrases) within a sentence |   |   |   |   | I |
| 16. Varies sentences by adding and rearranging words and phrases                                        |   |   |   |   | I |
| 17. Expands the meaning of sentences through the use of words and phrases in a series                   |   |   |   |   | I |
| 18. Writes paragraphs with a logical sequence                                                           |   |   |   | I | M |
| 19. Writes simple poetry with or without rhyme                                                          |   | I | I | M | R |
| 20. Writes a summary                                                                                    |   |   |   |   | I |

**LANGUAGE ARTS**

## ARTICULATION CHART

PAGE 18

- I = Introduction
- M = Major Objective
- R = Reinforcement & Extension
- r = Continued Reinforcement  
(Review/use)

GRADE LEVEL

| OBJECTIVE                                                                                                                                               | 1 | 2 | 3 | 4 | 5      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|--------|
| 21. Gathers information from a variety of sources (print, nonprint and/or human) on specific topics and organizes the information into a written report |   |   |   |   | I      |
| 22. Separates run-on sentences and lengthy compound sentences                                                                                           |   | I | M | R | I<br>r |
| 23. Writes from dictation                                                                                                                               |   |   |   |   |        |

**STRAND I**  
**LANGUAGE AND GRAMMAR**



# OBJECTIVE

# RESOURCES

1. Listens and looks for words that rhyme with each other. (I)

- 1.1. HBJ Bookmark Reading Program, Harcourt, Brace, Jovanovich.

## LIBRARY RESOURCES:

FSR Mother Goose  
398.8 Old Mother Hubbard and her dog  
Mot Weston Woods  
Loc: Ike, C.C

DR Modern Mother Goose  
398.8 Rhythm Record Co.  
Mod Loc: Ike

DR Mother Goose favorites, vol. II  
398.8 Happy Time Records  
Mot Loc: Ike

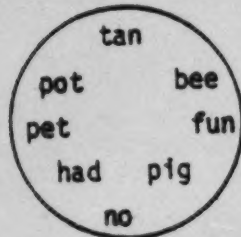
DR Learning basic skills through music -  
372.6 vocabulary by Hap Palmer  
Educ. Activities vol. 1  
vol. 2  
Loc: Jack, Jeff, Mad

2. Uses oral and written language to express thoughts. (I)

## LIBRARY SOURCES

FSR In a spring garden and  
808.81 attic in the wind  
W.W. Winston Woods  
Loc: Ike, Jeff, Ken

- 1.1. Print words around the edge of a large cardboard circle. Print rhyming words on snap clothespins. Have students snap the clothespins on the edge of the cardboard matching rhyming words.



## Clothespins

fan  
hot  
yet  
see  
sun  
big  
so  
sad

- 1.2. Write two columns of words on the board. The children should copy the list and match the rhyming words.

|      |      |
|------|------|
| boat | mice |
| tree | gate |
| ice  | coat |
| ate  | me   |

\* \* \*

- 2.1. Students select a magazine picture and a title for their stories. They dictate their stories to the teacher or an aide. These stories are typed on the upper portion of a page. Students use the lower portion for illustrating their stories with crayons, pastels, felt tip pens, etc. Stories can be displayed on bulletin board for authors to share and/or other students to read. The children may write and illustrate their stories later in the year.

- 2.2. Students use sight words from the first week of school (you, me, I, see, etc.) to make their own flashcards. Then they write a sentence with these sight words.  
EXAMPLE: I see you. You see me.

\* \* \*

## OBJECTIVE

## RESOURCES

3. Distinguishes between a word, a word-part, or a group of words. (I)

3.2. Classroom Reading Games Activities Kit  
by Jerry Mallett  
Center for Applied Research in Ed. Inc.  
New York. p. 115

4. Recognizes that words are symbols. (I,M)

### LIBRARY RESOURCES:

422 Adelson, Leone  
Ade Dandelions don't bite.  
Pantheon Bk. 1972  
Loc: Jeff, Ken

# ACTIVITIES

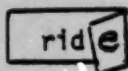
# NOTES

- 3.1. Challenge Game: Provide a ditto sheet as shown below. Challenge the group to see how many words can be made by joining the beginning and final consonant with the short vowel sound in the middle.

|   |   |   |     |     |
|---|---|---|-----|-----|
| b |   | t | bit | Kim |
| h | i | n | big | kin |
| p |   | g | hit | pit |
| k |   | m | hin | pin |
|   |   |   | kit | pig |

Variation: Change the vowel to other short vowels for different challenges.

- 3.2. Using oak tag or poster board, make 28 - 30 cards with words such as: rid, rat, pin, cut, bit, mat, cap, sit, etc. Fold right end of the card and print "e" on the folded portion.



\* \* \*

- 4.1. Each child cuts 3 words he/she can read from a newspaper or magazine. Students write sentences using their words and paste the words in proper places in their sentences. For extension, students could correct misspelled words and rewrite their sentences.

- 4.2. Make cards with a picture on one side and the word on the other side. Children look at the picture and the word. Then they say the word and look at the picture to see if it is correct.

\* \* \*



## OBJECTIVE

## RESOURCES

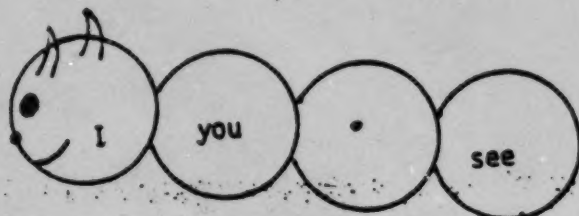
48a. Uses the period: as the closing for declarative and imperative sentences. (I)

48b. Uses the period: at the end of abbreviations. (I)

48b. Hurst, Carol, "TextBook Plus,"  
Early Years May 1979-80,  
p. 49

## 43a.1. Buggie Sentences:

The teacher provides bug parts with words, phrases, and a period written on the parts. Children cut out the bug segments and paste the body parts in correct order following the teacher-provided beginning (bug's head) on the left.



Variation: Make more bug parts for longer sentences and change the punctuation to a question mark. Children can cut out circles, write words or phrases or question marks on the circles, and paste in correct order to express thoughts.

48a.2. Provide a sheet of paper with the words for sentences in scrambled order. The children make four sentences by cutting out the words and punctuation marks and gluing them in their proper sequence. The number of words and/or sentences may be increased or decreased according to the level of the child.

|      |       |       |        |   |
|------|-------|-------|--------|---|
| The  | here  | girls | are    | . |
| boys | big   | Some  | are    | . |
| You  | books | the   | like   | . |
| is   | The   | book  | little | . |

\* \* \*

48b.1. Interpreting Abbreviations: Provide each child a blank map of the United States. Using an opaque projector, write the abbreviation of each state name on the map. Let children guess what the abbreviation would be for each state.

OBJECTIVE

RESOURCES

## ACTIVITIES

## NOTES

48b.2 Write words and abbreviations on separate cards. Divide the class into 2 teams, giving one team words, and the other team the abbreviations. The first child steps out of line, holding up the word card. The child who has the matching abbreviation joins the first child. If they are matched correctly, they remain standing together. If incorrect the child with the abbreviation returns to the line, and another child tries to form a match. After each child has had a turn, take up cards and pass out again, reversing the teams. Repeat the game. Suggested abbreviations include: Mr. Mrs., St., Dr., Sun.-Sat., Jan. -Dec.

48b.3 Make a ditto of objects used by a man or woman. Provide writing lines below the object. Have the children write "Mr." or "Mrs." below the correct picture.

48b.4 Have a large map of the United States on the bulletin board. Make cards with the state abbreviations on them. Students can place the cards on the states. Start with a few at a time (The 2 letter abbreviation of the state is on the map.) This activity lends itself to social studies, spelling, and writing.

Variation: On a map, show by numbers the route through states taken by a family on a trip from the east to west coast. Students write the name of the states and their abbreviations which correspond to the numbers on the map.

\* \* \*



## OBJECTIVE

## RESOURCES

48c.1 Uses the period: after initials. (I)

49. Uses the question mark to close interrogative sentences. (I)

Individualized Language Arts, ESEA Title III, Project S70-014. Weehawken, N.J.: Board of Education, 1974

48c.1. Initials: Give blank cards to students and have them write their initials on the card. Put the card in a box. Each child draws a card and tries to determine whose initials are on the card.

48c.2. Use sentence stripst to put children's names on the top edge of the desks. Explain that the capital letter in each name is an initial when used by itself and stands for the person's name. Each child makes two happy faces and puts one initial on each face. They can wear the happy faces and use them as their name tags for a day. Or they can exchange initials and guess whose initials each child is wearing.

\* \* \*

49.1. Write a simple statement on the board, such as, "We will go out to play." Ask the students how we could change it so we could be asking if it were true or not. Discuss changing the verb and order of words. Write the question and use the question mark:

Will we go out to play?

49.2. Write sentences (questions and statements) on the board to help children recognize that you need an answer to every question. Read the sentences showing the higher pitch of voice at the end of questions, like high notes in singing. Periods are more like low notes. Use the image of a question mark rising high like a tall building.

49.3. Prepare a ditto sheet with question marks to be put at the end of each sentence.

49.4. From a list of sentences on the board, have the students copy the sentences that ask questions.

49.5. Have a child make a statement and a second child ask a question about it. Continue with the second child making a statement and a third child asking a question, etc.

\* \* \*

## OBJECTIVE

## RESOURCES

58.a. Capitalizes: persons,  
days of the week, and  
months of the year. (I)

58.f. Capitalizes: beginning  
of a sentence. (I)

## ACTIVITIES

## NOTES

- 58a.1. Names: Write names of persons and objects on the board using all lower case letters. Have the children say each word and tell if it is the name of a person. Individual students go to the board and correct the initial letters of names.
- 58a.2. Days of the week: Write the days of the week on an oak tag strip. Write the abbreviations for the days of the week on oak tag strips. Place the names of the days along the chalk tray, and put the abbreviations in a large paper bag. Let the children draw an abbreviation and match it with the name on the chalk tray. Have them write the days of the week, capitalizing them properly. This activity can also be used with the months of the year.
- 58a.3. Use a ditto to list the names of the days down the left column and abbreviations down the right column. The children draw lines to match the days with their abbreviations. Have the students write the names of the days of the week in proper order, checking to see that they properly capitalize. This activity can also be used with the months of the year.

\* \* \*

- 58f.1. Provide a ditto with sentences in which the first letter is not capitalized. Let students cross out the incorrect letter and write the capital letter above it.
- 58f.2. Write the incorrect sentences on the board and let the students copy them correctly on paper.
- 58f.3. Provide a ditto with sentences in which the first letter is not capitalized. Provide lines below the sentence for students to copy the sentences correctly.

\* \* \*



ADDITIONAL RESOURCES  
for  
STRAND I

- |                          |                                                                                                                                                                                                                                                                                            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FS<br>425                | New Adventures in language<br>Troll Assoc. 1970<br>Contents; Capitalization, punctuation, nouns, sentences,<br>verbs.<br>Loc: W11, C1                                                                                                                                                      |
| FS<br>425                | New Adventures in language<br>Troll Assoc. 1970<br>Contents: Introductions to English, Grammar, parts of speech,<br>sentences, nouns, paragraphs, spelling, punctuation,<br>capitalization, verbs, learning to write letters, using<br>reference material.<br>Loc: Jeff, McK, Lin, Ad, Mon |
| FS<br>421<br>Us1<br>Loc: | Using punctuation and capital letters<br>Scott Ed. Division 1963 JH1910<br>(6 filmstrips)<br>Ike                                                                                                                                                                                           |
| FS<br>422                | Words then and now<br>SUE<br>Loc: Mon                                                                                                                                                                                                                                                      |
| FS<br>F                  | African ABC<br>Troll, 1969<br>Loc: Ike                                                                                                                                                                                                                                                     |
| FS<br>301.16             | How man has put himself on record<br>Classroom Filmstrip<br>Loc: Jack                                                                                                                                                                                                                      |
| FS<br>421<br>VE          | Using plurals correctly<br>SUE<br>Loc: C1                                                                                                                                                                                                                                                  |
| FS<br>425                | Understanding the parts of speech<br>Audio-Educ Inc., 1963<br>Loc: Jack                                                                                                                                                                                                                    |

ADDITIONAL RESOURCES  
for  
STRAND I

- FSR  
372.6      Basic Language Skills II: Punctuation  
Learning Tree. 1977  
Loc: Mad
- FSR      Grammar in words: form words  
SVE  
Contents: Introduction nouns, verbs, adjectives, adverbs  
Loc: Jeff
- FSR  
425      Grammar Rock  
Xerox Films. 1975. 5fs/records  
Contents: Conjections, nouns, interjections, verbs, adverbs  
Summary: Rock music lyrics and cartoon characters to  
introduce parts of speech.
- FSR  
428      Linguistic backgrounds in English -- Group I  
SVE 1967 6fs/records  
Loc: Ken
- FSR  
425      Putting words in order; sentence structure  
Troll Assoc. 1973. 6fs/cas  
Contents: Subject and predicates/ subject and predicate  
agreement/what is a sentence?/ what is a noun?/ what is  
a verb?/ adjectives and adverbs.  
Loc: Ad
- FSR  
372.6  
Sit      Situational Language: activities for applying language arts  
skills  
Knowledge Aid, 1400  
(5 fs, 5 cassettes, student activity book, guide)  
Skills include: punctuation, capitalization, spelling, word  
meaning and techniques of proofreading.
- FSR  
421      Using Good English  
SVE  
Contents: Building good sentences/ using plurals correctly/  
possessives, contraction, and abbreviations/ using capitol  
letters and punctuation/ letter writing for a reason.  
Loc: Lin, McK

ADDITIONAL RESOURCES  
for  
STRAND I

|                  |                                                                                                                                                                     |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KIT<br>372.6     | Continuous Progress Laboratory (Language Arts, series 300)<br>Loc: Jeff                                                                                             |
| KIT<br>372.6     | Continuous Progress Lab., (Language Arts, series 400)<br>Loc: Jeff                                                                                                  |
| KIT<br>421       | Creative Punctuation<br>Educ. Activities 1976<br>2 fs/cas, masters, guides<br>Loc: Jeff, C1                                                                         |
| KIT<br>421       | Gentle Art of Punctuation<br>Educational Activities 1976<br>2 fs/cas, masters, guides<br>Loc: Jeff, C1                                                              |
| KIT<br>372.4     | Reading--vocabulary development (Creature Features)<br>by Eunice Insel and Ann Edson<br>Educational Activities. 1976<br>(5 cassettes, 10 booklets)<br>Loc: Lin, Wil |
| TP<br>421        | Elementary Punctuation<br>3M Corp.<br>Loc: Mad, Ken                                                                                                                 |
| TP<br>428        | Nouns and verbs<br>3M<br>Loc: Ken                                                                                                                                   |
| TP<br>421<br>Pun | Punctuation<br>Creative Visuals 1969 #421.9A0-SR<br>(21 transparencies)<br>Loc: Jeff                                                                                |

ADDITIONAL RESOURCES  
for  
STRAND I

- CM Hoffman Language Arts reading program  
Hoffman Info. Systems  
(10 units w/records, films, book, worksheets)  
Levels 1, 2, 3, 4, 5.  
Loc: Ike
- CM Language and How to Use It, Beginning levels  
Language Activities kit. Scott Foresman. 1970 (text related?)  
Loc: Ike
- CM Language Arts Activity Cards  
Weber-Costello, n.d.  
Loc: Jack
- CM Words are fun - parts of speech  
Loc: Jack
- 411 Cahn, William  
ca The Story of Writing  
Harvey House, 1963  
Loc: Ken
- 411 Taylor, Margaret  
tay What's your name?  
Harcourt, Brace, and World, 1970  
Loc: Ken
- 419 Helfman, Elizabeth  
HE Signs and symbols around the world  
Lothrop, Lee and Shepherd, 1967  
Loc: Ken



**STRAND II**

**LISTENING**

## OBJECTIVE

## RESOURCES

1. Identifies various types and sources of sounds that we listen to in everyday life (e.g., other people, nature, audiovisual media, etc.)  
(R)

- 1.1. A Bouquet of Reading Activities: Pick and Idea. Oklahoma City: Oklahoma Reading Council, Oklahoma Department of Education, 1975.

### LIBRARY RESOURCES:

- FSR     Adventures in listening  
372.6   Coronet Instr. Media 1975  
Adv.    6 fs/Ca  
         Loc: Mad
- FSR     Let's listen  
372.6   Coronet Instr. Media 1967  
Let     Loc: Lin, Ken
- DR      Accent on listening, A & B  
372.6   Prod-Xerox-My Weekly Reader  
         Loc: CC
- DR      Let's listen and learn, auditory  
372.4   training for speech development  
         and reading readiness  
         Ginn  
         Loc: Mad
- DR      Listening skills for  
372.6   pre-readers vol. 3,4,5  
Lis      Classroom Materials  
         Loc: Ad
- TR      Familiar sounds  
534      Developmental Learning Materials  
Fam      1972  
         Loc: Mad

- 1.1. "What Do You Hear?":  
The teacher prepares a tape of familiar sounds such as, a bell, car horn, buzzer, wind, glass breaking, etc. Each sound is played separately and repeated several times. Children guess what sound they are hearing.  
  
Variation: animal sounds may be used.
- 1.2. Tape record sounds originating in a familiar environment, such as home. Divide the sounds into kitchen and garage. Show a picture of a kitchen and listen to the sounds from the kitchen. Put the picture down when one sound remains, sizzling. Ask what it is. After guesses, show a picture of bacon sizzling. Each sound is heard in turn with a visual clue.  
  
Variation: tape sounds in the city, country, stores, etc.
- 1.3. Tape a series of six sounds, each lasting  $\frac{1}{2}$  to 1 minute. (car starting, engine revving, car pulling out, crunching gravel, horn, and brakes.) Tell the class that they will hear six sounds. They should listen and try to remember what they heard. Let them write poems from what they heard.
- 1.4. Listen to sounds in classroom. Students are to discuss the number and variety of sounds.
- 1.5. Play records and tapes from the library for students to identify source of sounds.

\* \* \*

## OBJECTIVE

## RESOURCES

2. Listens for information, for entertainment or pleasure, for understanding, and for safety. (M)

Smith, James A, Adventures in Communication.  
Boston: Allyn and Bacon, pp. 105-140

### LIBRARY RESOURCES:

KIT Listening skills development  
372.6 Oregon Teaching Center 1976  
Lis Primary - 5 cas  
Loc: Mad

DR. Stories for quiet listening  
372.6 Vol. 1  
St Pacific Records  
Loc: McK

DR Sight and sounds  
E Bowmar  
S1 Loc: Ken



- 2.1. Pre-record tapes of poetry, short stories, brain teasers, riddles, or phonics exercises. Have a listening corner so children can listen to the tapes. Children use earphones to follow and read pre-taped stories. This can help the slow readers.

Variation: children can record their own voices when reading and then listen to the tapes.

- 2.2. Read the poem "Quiet Times" by Vivian Gouled. After listening to the poem, the children write the first line in the poem changing the word "quiet" to "noisy". Then they write all the noisy things they like to do.

I like quiet times. I do...

Reading, wondering, wishing, too,

Watering plants to help them grow,

Watching fluttering flakes of snow,

Spreading peanut butter on bread,

Snuggling cozy warm in bed,

Stepping into squishy mud,

Noticing a yellow bud.

I like quiet times. I do,

But noisy times are fun times, too.

--Vivian Gouled

## OBJECTIVE

## RESOURCES

3.1. Demonstrates understanding of directions, announcements, and introductions. (attentive listening) (I)

- 2.3. Have the class suggest ideas for a sound chart.

Example:

Sound We Like To Hear

1. popcorn popping
2. birds chirping
3. coffee perking

Sounds We Do Not Like To Hear

1. crashing
2. tires screeching
3. dogs barking

They may want to draw and color pictures for their chart.

\* \* \*

- 3.1. The children cover their eyes. The teacher gives an oral command, "Walk to the board, touch it with your right hand and walk back to your seat, Jill." The children uncover their eyes, and the child whose name was called (Jill) performs the directions. Then it is that child's turn to give a command. Variation: 3.5 Group Activity.
- 3.2. Play "Simon Says". Encourage the leader to include lesser known parts of the body, such as the ear lobes, nose, eyebrows, thigh, etc.
- 3.3. The class takes a walk around inside the school to listen to sounds. After returning to class, students recall what they have heard by playing a game. The group sits in a circle and the teacher begins, "Today on our walk I heard a telephone ringing." The next person repeats what the teacher has said and adds another sound heard. If a child cannot name anything heard, he/she takes a seat and draws a picture of what was heard or seen on the walk.
- 3.4. Whisper Game: Tell one person a secret, and that person tells the next person. Encourage the children to try to make the story come out at the end the same way it began.

## OBJECTIVE

## RESOURCES

4. Follows oral directions.  
(M)

5. Listens and responds  
appropriately to other  
speakers in both formal  
and informal situations.  
(I)



- 3.5. Auditory Memory Game: Students learn to follow directions in a given sequence. The teacher starts with, "Stand up and jump twice. First the teacher works with the entire class following the directions. Start with short, simple directions, and gradually make them longer and more complex.

\* \* \*

- 4.1. Make a series of direction cards varying from simple two-step directions to more complicated directions, involving many steps. Have children work in pairs. One child reads a direction to the other. The partner follows the directions exactly. If the child correctly follows the directions, he/she holds the card. The child holding the most cards is the winner.

- 4.2. Draw a rectangular shape on the board. Divide into smaller boxes. Give oral directions for each child to do a specific task: Touch Top, Bottom, Middle, Left, Right, Draw X in top left box. Draw O in middle bottom box. Color in top right box. Make a star in middle box on left.

Variation: Children move body parts as directed. Hold up Left hand, Stand on Right foot, Bend forward and touch your toes. Student may give simple directions for similar activities.

\* \* \*

- 5.1. Tall Tale: The children listen carefully to a story the teacher begins. When the teacher stops telling the story, the first child continues the story from that point. Continue until everyone in the group has contributed to the story:

One day, while I was walking in the woods,  
I met two Indian boys....

Choosing children will encourage children to listen more closely, awaiting their time to be called upon.

## OBJECTIVE

## RESOURCES

6. Listens to get main ideas. (1)

6.1 SRA Listening Skill Builders, story tapes or manuscript of story. 155 North Wacker Drive. Chicago, Ill., 60606

## ACTIVITIES

## NOTES

- 5.2. Divide students into two teams, each with a captain. The teacher begins a word chain by giving the word to the captain. The captain says a word that rhymes with the word the teacher said. Then the teacher provides a word to the captain of the opposite team. If a student makes a mistake, he/she must sit down. Proceed down the line spelling bee style. The team with the most members standing wins.

\* \* \*

- 6.1. The class listens to the story. Then each child is given a yes/no ditto sheet. The teacher reads the questions, and the pupils circle the answer. Each child is also given a page of six pictures lettered, A,B,C,D,E,F. These letters are placed in story sequence. Each child checks his/her own work papers as the answers are read by the teacher.

- 6.2. The children listen to stories on tapes and answer questions on the main ideas. Use tapes like Teacher Creature or Ears (Economy Co.)

- 6.3. Tell the children that you are going to read them a story, and they will listen to find out what exciting event took place. They will make a picture to show what took place. VARIATION: The teacher provides questions to develop more specific skills. The children might draw two or three pictures in the order of the events in the story. A ditto sheet with choices of one word answers could quiz the sequence of events.

\* \* \*

ADDITIONAL RESOURCES  
for  
STRAND II

|                      |                                                                                                                                          |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| FSR<br>301.34<br>OUR | Our world of sights and sounds<br>SVE, 1967<br>Loc: Lin, W11                                                                             |
| KIT<br>371.333       | Auditory perception training --discrimination<br>DLM. 1970<br>(17 cassettes, 34 spirit masters, guide)<br>Loc: Mon                       |
| KIT<br>371.333       | Auditory perception training -- Memory<br>DLM. 1970<br>(15 cassettes, 30 spirit masters, guide)<br>Loc: Mon                              |
| DR<br>372.6<br>Rea   | Readings and dramatizations for communicating<br>D.C. Heath 1973<br>Level 4, Level 5 - 2 records; Level 6-3 records<br>Loc: Ken          |
| DR<br>821<br>Non     | Nonsense Verse of Carroll and Lear<br>Caedon<br>Loc: McK                                                                                 |
| TP<br>372.62<br>Int  | Introduction to listening<br>3M 1968<br>(Speech packet, no.2)<br>Loc: Kennedy                                                            |
| TR<br>372.6<br>Lis.  | Listening skill builder tapes 1a, 1b, 1c<br>SRA for use with SRA Reading Laboratory 1a, 1b, 1c<br>(2 cassettes, manual)<br>Loc: Lin, Mon |
| TR<br>808.8<br>Lis   | Listening book<br>Spoken Arts, 1971<br>6 Cas, guide<br>Loc: McK                                                                          |



ADDITIONAL RESOURCES  
for  
STRAND II

TR  
811            Clardi, John  
              The king who saved himself from being saved (and other poems)  
              Spoken Arts  
              Loc: McK

TR  
808.8        Mark Twain  
Mar         Spoken Arts, 1975  
             6 Cas  
             Loc:

EARS        Economy Co. 1971, 1974  
             (10 cassettes, pupil books) (K-1st grade)  
             Loc: C1

Prof.  
372.24      Harris, Mary Imogene  
Ha          A handbook of speaking and listening activities for the  
             elementary school.  
             T. S. Denison, 1971  
             Loc: Mon, Jac

**STRAND III**

**SPEAKING**

## OBJECTIVE

## RESOURCES

1. Responds orally to questions from teachers and peers in the classroom situation. (M)

- 1.3. INSTRUCTOR. April, 1978  
Harcourt Brace Javanovich,  
Instructor Park, Dansville, N.Y., 14437

## ACTIVITIES

## NOTES

1.1. After reading a short story in class, ask questions about details in the story. Work with children on answering in complete sentences.

1.2. Children bring educational objects from home to share with their peers. Each student should have at least three informational points about the object. After the speaker completes his/her presentation, students may ask questions.

1.3 The teacher will play four different roles of characters who have exaggerated forms.

First, the class discusses good conversational guidelines. Second, the teacher tells students that they will have some visitors in class. Third, the class is divided into four families. The first family is seated at the front table to be ready to converse with the first visitor.

The teacher leaves the room to put on the costume of Mrs. Silent. Knock at the door, and the family welcomes her in. As the family tries to involve her in conversation, she gives only brief answers.

The second family is seated to greet their guest and the teacher leaves to return as Mrs. Gabby. She not only asks all the questions, but she answers them herself. She exits still talking.

The third family takes their places and the teacher reenters as Mrs. Flatterer. She compliments everything, the door knob, shiny floors, color of eyes, etc.

The fourth family greets Mrs. Criticizer. She wears a floppy, oversized hat and carries an oversized purse. She finds fault with everything.

After each family meets their guest, they discuss the problems of conversing with that character.

\* \* \*



## OBJECTIVE

## RESOURCES

- 2.a. Demonstrates proficiency  
in the mechanics of  
speech through: enunc-  
iation of speech sounds.  
(I)

# ACTIVITIES

# NOTES

- 2a.1. Limit the number of possible answers to a category, such as long vowels, or short vowels, or consonants. A child hides his/her eyes while another writes a sound on the board. Let the rest of the class see it. The child then tries to guess what sound has been written on the board.

VARIATIONS: The child might have to guess words that start with that sound as a clue to the sound.

- 2a.2 As the phonetic approach to reading is taught, enunciation of speech sounds should be stressed. The teacher should say the sound slowly and distinctly, and students should repeat it.

- 2a.3. Select several short familiar nursery rhymes for students to read or recite. Let them practice in pairs while the teacher circulates helping individuals with the sounds. Let them read or recite to the class or tape it. Discuss sounds which were difficult.

- 2a.4 Play Phonetic Bingo: Each child has a bingo card with sounds heading the columns. The teacher says a word. The children find that vowel sound on their cards and cover it with markers. When three boxes in a row are covered, that student is the winner.

| o | e | u |
|---|---|---|
|   | X | X |
|   | X | X |
| X |   | X |

Students may also read the words for the game.

\* \* \*

## OBJECTIVE

## RESOURCES

2.c. Demonstrates proficiency  
in the mechanics of  
speech through: volume.  
(I)

2.d. Demonstrates proficiency  
in the mechanics of  
speech through: rate, (I)

## ACTIVITIES

## NOTES

2c.1. The teacher holds an article (a toy animal) in a bag. When the animal comes out of bag, the class speaks softly, and as he rises in the air the group speaks louder. Volume should reduce as it comes down and back into the bag.

2c.2. Procedure: Begin reading a story in a very monotone, slow, expressionless voice. 2) After a few minutes or when fidgeting begins, stop and ask leading questions about what is wrong with the story. For example, "Does my voice make you sleepy?" Discuss ways to bring the story to life, such as varying vocal tones, stepping up the tempo, giving each character a different voices, etc.

3) Read the beginning of the story again with the improvements.

4) Stop and ask the class if they think music would add more interest.

5) Play a record softly.

6) Finish story with expression.

\* \* \*

2d.1. SEE ACTIVITY 2c.2 ABOVE

2d.2. A child may read a story at a different rate of speed. A record may be played at different speeds to show which one is the best speed for understanding.

2d.3. Provide a record or tape with speakers using different rates. Lead the students in clapping to the rhythm of the speech.

VARIATION: Use poetry on records or read by the teacher.

2d.4. Help students write two lists. The teacher writes on the board "When I speak quickly" and "When I speak slowly." As students suggest ideas, teacher writes them on the board. Children may want to draw and color pictures of some of these "times" they speak quickly or slowly.

\* \* \*



## OBJECTIVE

## RESOURCES

5. Expresses ideas and  
opinions in group  
discussion. (I)

6. Limits remarks to the  
purpose of the discussion.  
(I)

5.1. Use the "Magic Circle" as a means to answer questions to a story read or discussion on a topic suitable to their age level. Small groups discuss a single topic, such as "things that scare me." Each child contributes. Each child may be called upon to name others in the group and tell what they said.

5.2. Use taped stories. The teacher prepares questions and the children answer with complete sentences.

5.3. "Going to the Park:" A child gives his/her name and tells where he/she is going and what he/she is taking. The next child gives his/her name, repeats the first child's name and object and adds what he/she is taking. EXAMPLE:

First Child: My name is Jim. I'm going to the park. I'm taking my ball."

Second Child: My name is Tom. I'm going with Jim to the park. I'm taking my bat.

Third Child: My name is Joe. I'm going with Jim and Tom to the park. I'm taking my ball mitt.

★ ★ ★

6.1. Sharing: Friday afternoon, just before leaving for the weekend, and "Educational Sharing Time" renews interest. A child brings a chart, book, seashell, bird's nest, snake skin, stamp or coin collection, etc. He/she speaks loudly, so all class members can hear the informational material presented by the speaker. The speaker must know at least three facts about the object. The speaker is not to stray beyond the topic. Questions may be asked following the speaker's presentation.

6.2. Belong to Our Club: In regular classroom discussion, a student belong to our "Conversational Club," as long as he/she "sticks to the topic." The student must remember to be a good listener, preventing repeating what has already been said. Praise, recognition, or inexpensive awards for contributing unusual, interesting remarks encourage better participation.

## OBJECTIVE

## RESOURCES

8. Allows others to finish speaking before beginning to speak in a conversation or discussion. (I)

Anderson, Paul S., Language Skills in Elementary Education. New York: The MacMillan Co., 1971.

9. Uses the telephone courteously for social and practical purposes. (I)

Blue Dilly Dilly. Oklahoma City, Ok.: Economy Book Co., 1972.

## ACTIVITIES

## NOTES

- 6.3 Select a subject of discussion and provide each child the opportunity to contribute. Each child's contribution must be limited to one sentence. Example: During opening exercises, the children add information for the day, as, "This sunny day is Monday, February 12, 1981." This will help limit conversation.

\* \* \*

- 8.1 April Shower of Good Citizens:  
Children draw around umbrella pattern, cut it out and write names with Magic Marker. Put pretty construction paper umbrellas on bulletin board. Each child who interrupts a speaker must take down his/her umbrella. The class must form guide rules for the number of interruptions and how long umbrella stays down before a pupil is allowed to participate in the Good Citizen's Club again.

### VARIATIONS:

May be devised for each month... flowers, stars, xmas tree ornaments, snowflakes, happy faces.

- 8.2 Divide group into partners with number #1 and #2. Teacher shows an animal coming out of bag indicating time to talk and STOP when animal is back in bag. Tell them that #1 will be a baseball and #2 will be a bat. #1 has a time period to tell his partner why its better being a baseball. Then #2 has the same time period to discuss why it is better to be a baseball bat. This helps the shy child as the group is all talking at the same time.

\* \* \*

- 9.1 Use two large metal cans (soup cans are good) and cord. Make openings on one side of each can and pull the string through holes on the closed end. Go from the one can (with a length of 25 feet between) to the other with the string. They can talk into one can and listen at the other end of the string in the other can. NOTE: This activity develops good listening skills as well as a good conversation on the make-believe telephone.





## OBJECTIVE

## RESOURCES

Telezonla. Southwestern Bell Telephone Co.  
Mrs. Marva White, Educational Contact  
707 N. Robinson  
Room 1001  
Oklahoma City, OKLA. 73126  
(405) 236-6076

## ACTIVITIES

## NOTES

- 9.2 Make a chart of the "Telephone Magic Words" and display it in the classroom; Please.  
Thank you.  
You're welcome!  
I love you.  
May I help you?  
I'm sorry.  
Pardon me.  
Thanks for calling.  
Two children use play telephones. Each dials his/her partner's number, and they carry on a conversation using the Magic Words listed above. These two children may choose two more to take their place.

\* \* \*

ADDITIONAL RESOURCES  
for  
STRAND III

DR  
398.2  
Sta      The star maiden and other Indian tales  
         told by Anne Pellowski  
         Loc: Ike

DR  
808.1  
Poe      Poetry parade: poets read their poetry for  
         children  
         Weston Woods  
         Loc: Ike, Ken

DR  
811  
Fro      Frost, Robert  
         R. Frost reads the poems of R. Frost  
         Decca  
         Loc: Ike

TP  
372.62  
Bas      Basic Speech  
         3M 1965  
         (English packet, no. 8)  
         Loc: Ken

TP  
372.62  
Com      The communication process  
         3M 1968  
         (Speech packet, no.1)  
         Loc: Ken

TP  
372.62  
Int      Introduction to discussion  
         3M 1968  
         (Speech packet, no. 3)  
         Kennedy  
Loc:

Prof.  
Dec      Decker, Isabelle M.  
         100 novel ways with book reports. (Intermediate-Up)  
         Citation Press, 1969  
         Loc: Central Collection

Prof.  
372.24  
Ha      Harris, Mary Imogene  
         A handbook of speaking and listening activities for the  
         elementary school. (Primary-Intermediate)  
         T. S. Denison, 1971  
         Loc: Mon, Jack

ADDITIONAL RESOURCES  
for  
STRAND III

- Prof. Hurwitz, Abraham B.  
372.6 Games to improve your child's English. (Primary-Intermediate)  
Hur Simon and Schuster, 1969.  
Loc: Ken
- Prof. Scott, Louise Binder  
372.622 Talking time; for speech correction and speech improvement.  
Sco Webster publishing, 1951.  
Loc: Ken
- Prof. Stanford, Gene  
371.37 Learning discussion skills through games. (Intermediate-Up)  
Sta Citation Press, 1969.  
Loc: Central Collection
- Prof. Turner, Thomas T.  
372.6 Creative activities resource book for elementary school teachers.  
Tur (Intermediate)  
Reston Publishing Co., (Prentice-Hall), 1978.  
Loc: Central Collection



**STRAND IV**

**READING**

## OBJECTIVE

## RESOURCES

- | OBJECTIVE                                                       | RESOURCES |
|-----------------------------------------------------------------|-----------|
| 1. Recognizes that printed words represent spoken language. (M) |           |

## ACTIVITIES

## NOTES

- 1.1. Tell the students, "Indians had only pictures" to tell their stories. We have both pictures and words to use to express our thoughts." Select children for Indians. Give each one a picture card. Select a volunteer, who can find a matching word card from the chalk tray that will correspond to a specific picture card.



tree

- 1.2. Teacher labels objects in the classroom. Remove labels and have children label the objects.
- 1.3. Children contribute to an experience story, relating ideas. Teacher writes it on the board. Follow up with art activities.
- 1.4. Make a bulletin board of common objects. Have labels to be attached to those objects.
- 1.5. Provide magazine and newspaper pictures of common objects, and have students match a label sheet.
- 1.6. Condense current events from 3 newspaper article picture into sentence strips. Put on the bulletin board so class can read.
- 1.7. Cut out 16 RIGHT footprints and write the words below. Cut out 16 LEFT footprints and draw or affix pictures of the following items on the LEFT footprints:

book  
top  
saw  
bat

sun  
dog  
fish  
wagon

table  
cat  
pie  
bell

cake  
cow  
moon  
pig

**OBJECTIVE**

**RESOURCES**



## ACTIVITIES

## NOTES

Players match a word footprint to the picture footprint.

- 1.8 Make a ditto sheet using pictures of familiar objects with the name of the object below it. opposite each picture, have 3 words. The child will circle the word that matches the word on the picture card. Use long vowel picture cards, and then short vowel cards.

\* \* \*

## OBJECTIVE

## RESOURCES

- 2a. Develops auditory discrimination by: differentiating among the basic sounds of speech and associating these sounds with their corresponding symbols. (M)

### LIBRARY RESOURCES:

FSR Functional phonics, part I  
414 Eyegate, 1969  
Fun Loc: W11

DR Sound for young readers,  
420 Vol. I, II, II  
Sou Classroom materials (with guide)  
Loc: Jef

TA Its fun to listen  
372.4 (auditory discrimination)  
It's Milliken 1971  
Loc: Mad

- 2a.1. Long and short vowels may be taught by using our sense of taste to help. Serve foods whose names use the vowel being studied. Just a taste of the chosen food is sufficient. Cake, beans, Rice Krispie treats, okra, and cucumber work for long vowels. Apple, scrambled eggs, dill pickle, popcorn, and a buttered bun work for short vowels. Later in the day, students write sentences using, "I ate \_\_\_\_." with the food drawn rather than written.  
Variation: Cook with a recipe that uses the sound being studied.
- 2a.2 Use clay for modeling objects to match the sounds being taught.
- 2a.3. Have children bring pictures with the sound being taught. Class discussion reinforces the child's selection. The class says, "I hear the long o sound in the middle of coat." The teacher takes the picture and glues it to a "Long O" chart, marking the vowels. Do this each time a new sound or combination is introduced. When all sounds are taught, pull out the chart and let the children discover how to put it in alphabetical order.
- 2a.4. Alphabet Game: The lesson begins with the teacher saying, "I went to the store to buy an airplane." The first child repeats and adds an object beginning with "b" by saying, "I went to the store to buy an airplane and a boat." The second child repeats this sentence and adds a word of a third object beginning with "c".  
VARIATION:  
Descriptive words can be added, e.g., another apple, a blue boat, a chocolate cake.
- 2a.5. Make a ditto of a word tree with about seven or eight rectangles for words placed in the tree. Let students color the word tree. Using a list of words, let students cut out words using the assigned sound and paste them in the boxes on the tree.

\* \* \*

## OBJECTIVE

## RESOURCES

2.b. Develops auditory discrimination by: recognizing similarities and differences in sounds within words. (initial, medial, final positions)  
(N)



- 2b.1 Make a pocket chart for each child. Have three compartments for initial, medial, and final positions of sounds in words. Make letter or word strips and let children place them in the appropriate slots.

| initial | middle | final |
|---------|--------|-------|
|         |        |       |

- 2b.2. Students close their eyes and listen as the teacher says the word, emphasizing the position of the letter sound.
- 2b.3. Hold up letter cards for each sound of the word, and have students decide what order the sounds occur. They can arrange the cards in order.
- 2b.4. Introduce the letter of the day and use a picture that the children can be looking at as they listen to a story. Ask the children to be listening for words that begin with the letter. after the story, have them tell the words they remember from the story, as the teacher writes them on the board.
- 2b.5. Have the children listen for words that have the same beginning sound as the "sound for the day." You will need a key word. Children may circle pictures on a page that begin with the sound, or they may cut out pictures from magazines. Have them practice writing the letter.
- 2b.6. For the bulletin board, make a large tree with many branches. Cut leaves from construction paper, using different colors. Write words on the leaves and put them in a basket or box. Tell the class a story about the wind blowing the leaves and toss the leaves in the air. As the children bring the leaves to you, have them sound and say the word. Put the leaf on the tree. Leave the tree up on the bulletin board for them to read the different words.

\* \* \*

## OBJECTIVE

## RESOURCES

2c. Develops auditory discrimination by: identifying and formulating rhyming sounds. (I)

### LIBRARY RESOURCES:

FS Rhymes  
421 McGraw 1967  
Rhy Loc: Ike

FSR Riddle-a-rhyme  
411 Eyegate 1969  
Rid Contents: consonants, vowels and diphthongs  
Loc: W11

## ACTIVITIES

## NOTES

- 2c.1 Rhyming Words Book: Make a ditto with a word ending and various consonants that can be put with the word ending to make rhyming words. The children cut the squares out and form a book. The ending goes on the bottom of the page, and the consonants go on the left side to form the various first sounds.

|   |     |
|---|-----|
| r |     |
| l | ake |
| b | at  |
| c |     |
| m |     |

You get lake, bake, cake, rake, make, rat, bat, cat, mat

- 2c.2 Write a ditto with a simple matching exercise with two columns of words which rhyme. Have students draw a line from the word in the left column to the word in the right column which rhymes.

|      |      |
|------|------|
| hot  | pan  |
| fan  | sell |
| bell | cot  |

★ ★ ★

## OBJECTIVE

## RESOURCES

- 3.a. Uses word-attack skills to decode words: recognizes basic words by sight (different words at different levels).  
(M)

### LIBRARY RESOURCES:

FS Let's start with key words  
421 SVE, n.d.  
Le Loc: McK

FS Test yourself on sounds  
421 SVE, n.d.  
Te Loc: McK

FS Your eyes and ears are  
421 good helpers  
Yo SVE, n.d.  
Loc: McK

DR. Decoding for reading/sampler kit  
372 Macmillan, n.d.  
Loc: McK, Mon

DR Reading readiness and number  
372 readiness  
Rea. LeCrone Rhythm Record, n.d.  
Loc: McK



## ACTIVITIES

## NOTES

- 3a.1. Cut out 10-15 big footstep shapes from wrapping paper or shelf paper and letter a basic sight word on each footstep. Make a path through the classroom for students to follow. Students must read the words correctly before they can step on the next footstep. If a child misses, rearrange the footsteps and begin again.
- 3a.2. Use Pringle Potato Chips cans with a slit cut through the plastic tops to create "Word Banks." Have one bank for each child, and let them decorate them. After the children have learned the sight words for the week, give them strips of paper with the words listed. Let them read the strips and cut the words apart. They place the words in their word banks. After a few weeks, have them open their word banks individually, and read the words. They may make sentences or phrases with their words. The teacher circulates around the room and listens to the children read their sentences.
- 3a.3. Put a large sheet of colored or white paper on the bulletin board. Put up any new or sight words and let the children say them. Keep words in a box and let a child put up newly learned words. At the end of a week or month, discuss the number of new words we have learned.
- 3a.4. Game: "Sight Words Around the World"  
Starting with the first desk in the first row of the class, the object is to get "around the world" (classroom) by recognizing sight words. A child stands behind the first child in the row. The child standing and the child sitting compete to be first to correctly say the word presented by the teacher on a flash card. The child who correctly answers first moves behind the second child in the row. If a child misses the word, he/she sits down, while the child who correctly answers moves behind the next child in the sequence.
- 3a.5. Make a cardboard jail in which children may place words that do not follow any phonic rules. Children may say the words and discuss rules.

\* \* \*

# OBJECTIVE

# RESOURCES

3b.1. Uses phonetic analysis to: recognize initial, medial, and final consonant letters. (M)

Phonics Fun. Continental Press  
Dallas, Texas: 75207

Phonic and Word Analysis Skills.  
Continental Press.

ABC Book. Continental Press.

Barnell-Loft, A Working With Sounds.  
Final consonants.

Nemoy, Elizabeth M., Speech Correction Through Story Telling Units. Magnolia, Mas: Expression Co.  
1965.

## LIBRARY RESOURCES:

FS Initial consonants, B S M F T  
421 Jam Handy 1962  
In Loc: Lin, Mad, McK

FS Initial consonants, C W R H G  
421 Jam Handy, 1969  
In Loc: Lin, Mad, McK

FS Initial consonants, K V Y Z Q X  
421 Jam Handy, 1969  
In Loc: Lin, Mad, McK

FS Initial consonants, P L D N J  
421 Jam Handy, 1969  
In Loc: Lin, Mad, McK

FS Final consonants  
421 Jam Handy  
Fin Loc: McK

DR Learning basic skills through music, vol. 1  
372.2 by Hap Palmer  
Lea Educational Activities, n.d.  
Loc: Jeff, McK, Mon

FSR Headstart on reading: consonants  
372.4 Filmstrip House, 1967  
Hea Loc: Ike

KIT Initial consonant learning module  
421.5 SVE, 1971  
Ini (18 filmstrips, 18 cassettes/response card lessons, game, lotto cards, 16 motor activity card)

## ACTIVITIES

## NOTES

3b1.1. Make a ditto of a teepee. Let the student color their teepees and cut 12 little pictures apart. They will paste all pictures beginning with t on the teepee. Variations: can be used with other sounds. Long and short vowels may be done the same way.

3b1.2. Ditto sheet with pictures adding final consonant



3b1.3. Play listening game to listen for the middle consonant.

1. river      use word cards or picture cards.
2. tiger
3. yellow

\* \* \*

## OBJECTIVE

## RESOURCES

3b.2. Uses phonetic analysis to: recognize long and short vowels. (M)

Loc: Ike

TP Initial consonant sounds; B C D F G H K L  
414 3 M 1964  
Ini (Phonics Packet, no. 1)  
Loc: Ken

TP Initial consonant sounds; m, n, p, r, s, t, v, w, j, y, z  
Ini 3M (Phonics Packet)  
Loc: Ken

425 Hughes, Anne  
Hug The book of sounds: a, b, c  
Raintree, 1979  
Loc: Lin

Fun with Vowel Sounds. Continental Press.

Long and Short Vowels. Continental Press.

### LIBRARY RESOURCES:

DR Singing sounds; fun with phonics  
372.6 Bowman, n.d.  
Sin Loc: Mad

TP Long vowels - initial consonant substitution  
414 3M 1966  
Lon 422 transparencies, guide (Phonics packet, no. 8)  
Loc: Ken

TP Short vowels - initial consonant substitutions  
414 3M 1966  
Sho 24 transp, guide (Phonics packet, no. 8)  
Loc: Ken

TP Review of vowel sounds a, e, ee, ea, i, o, oo, u  
428 3M 1964  
Loc: Ken

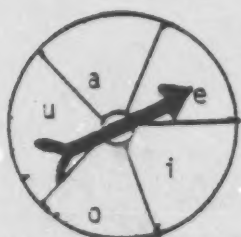
TP Review of vowel and consonant sounds and compound word building  
428 3M 1964  
Loc: Ken



# ACTIVITIES

# NOTES

- 3b2.1. Give each student five small vowel cards. The teacher says a word, and the children hold up the card showing the vowel sound heard in the word.
- 3b2.2. Students divide into partners to make vowels and consonants with their bodies. The teacher calls out, "Make and A," and the teams form the letter. The teacher asks, "What does a long a say?"
- 3b2.3. "Spin a Vowel" Game: cut a cardboard circle, approximately 4" in diameter. Divide into 5 equal segments and print a vowel on each. Put a spinner in the center. Give each child a card on which are printed 3, 4, or 5 letter words omitting the vowels. The words on each card can be the same or different. Students alternately spin the spinner. The pupil must use the vowel that the spinner lands on at his/her turn. If the child can use that vowel to make a word, he/she writes it on a sheet of paper. The words must make sense. The winner is the first child to get his/her card filled in with words.



|    |    |
|----|----|
| b  | t  |
| sp | nd |
| h  | t  |
| d  | ck |
| dr | p  |
| sl | sh |

## OBJECTIVE

## RESOURCES

3b2.5. NPS marking system for phonics  
Loc: Curric. off.

3b2.7. Vowel stories  
Loc: Curric. off.

3b2.8. Hurst, "Testbook Plus"  
p. 37.

# ACTIVITIES

# NOTES

3b2.4. Teacher says, "Just as you are a member of a family, letters also belong in special groups. Mother Vowel has five children. Just as your parents named you, Mother Vowel named her children: a, e, i, o, and u. What vowel do you hear in goat? (Hold up picture card.) Yes, O. We will place the picture of the goat in the card holder beside the O." Children choose a picture card, say the word that the picture stands for, tell the long vowel sound, and place the picture card in the correct vowel pocket.

3b2.5. Marking system for vowels:

Long vowels:    o    a    e    i    u

Short vowels:   o    a    e    i    u

3b2.6 Vowel Booklet: Following the study of long vowels, the children cut out 3 pictures for each long vowel. Make a separate sheet for each vowel. Children paste their pictures on the pages for the vowels. Then, after a thorough review and fairly accurate mastery of the short vowels, make a similar short vowel booklet. More supervision is required before the children are allowed to paste in the short vowel booklet.

3b2.7. Read to class the Vowel Stories about how Mother Vowel gave nicknames to all of her children. (short vowel sounds)

3b2.3. Short Vowel Puzzles: Cut out the shapes (apple, egg, igloo, octopus and umbrella) and place them in separate file folders. Draw the pictures on the shapes and cut into puzzle pieces. Cut out a large red apple and draw the following pictures on it. Cut the apple into puzzle pieces.

|     |      |       |      |
|-----|------|-------|------|
| cap | bat  | pan   | cat  |
| hat | can  | lamp  | flag |
| fan | crab | glass | map  |

Cut out a large egg shape and draw the following:

|      |      |     |     |
|------|------|-----|-----|
| nest | desk | red | hen |
| leg  | sled | net | men |
| step | bed  | pen | ten |

Cut out a large igloo and draw:

|      |      |      |       |
|------|------|------|-------|
| chin | king | pink | dish  |
| pin  | sink | fish | witch |

# OBJECTIVE

# RESOURCES

3b:3. Uses phonetic analysis  
to: recognize consonant  
blends and digraphs.  
(M)

## LIBRARY RESOURCES:

FS Consonant blends  
421 Jam Handy  
Con Loc: McK

TP Consonant combinations and  
414 review of initial consonant  
Con. sounds.  
3M 1966  
24 transparencies, guide  
Phonics packet, no. 3)  
Loc: Ken  
\* See note in objective 3b2.

425 Hughes, Anne  
Hug The book of sounds: sl, ch, pr  
Raintree, 1979  
Loc: Lin

425 Hughes, Anne  
Hug The book of sounds: blends  
and ends  
Raintree, 1979  
Loc: Lin



## ACTIVITIES

## NOTES

Cut out a large octopus and draw on pieces:

|       |       |     |     |
|-------|-------|-----|-----|
| top   | block | mop | fox |
| clock | know  | box | dot |
| dog   |       |     |     |

Cut out a large umbrella and draw on pieces:

|     |     |      |      |
|-----|-----|------|------|
| bug | mug | nuts | drum |
| cup | pup | gum  | mud  |
| rug |     |      |      |

Add a few bogus puzzle pieces with pictures of things which do not begin with the appropriate sounds.

Write these directions on each folder.

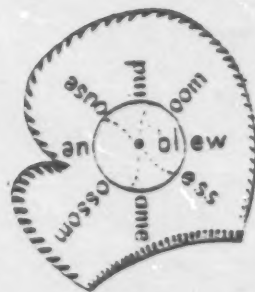
Put the pieces together to make \_\_\_\_\_.

Be sure you use only those pieces which begin with the letter \_\_\_\_\_.

\* \* \*

3b3.1. Blender Bag: Write different blends on index cards and place in a bag. One player draws a blend card and holds it up for all to see. At a given signal, they write words that contain that blend. The game continues until all cards have been drawn. The player with the most correctly spelled words wins the game.

3b3.2. Catch a Blend: Draw and cut a baseball mit. Make a circle to attach to the middle. Write a consonant blend on the circle and write corresponding word endings on the mitt. Attach the circle to the mit with a brad. The student spins the circle around to form and read the words on the mitt.



## OBJECTIVE

## RESOURCES

35.4. Uses phonetic analysis  
to: recognize vowel  
controllers (silent e, r,  
etc.) (M)

# ACTIVITIES

# NOTES

3b3.3. Cut words apart. Paste in correct box on Blend House.

| Blend House |    |
|-------------|----|
| bl          | st |
| 1.          | 1. |
| 2.          | 2. |
| 3.          | 3. |
| pl          | fr |
| 1.          | 1. |
| 2.          | 2. |
| 3.          | 3. |

|       |       |       |       |
|-------|-------|-------|-------|
| still | frill | play  | fresh |
| plum  | scar  | rest  | blade |
| frase | stone | plant | shade |
| blast | sock  | blue  | bite  |

\* \* \*

3b4.1. Sound Center - Challenge the children to look through magazines and catalogs to find words in which there is only one vowel followed by r. Give rewards for the most words found and read.

3b4.2. Word Rummy: Write each of these words on a separate file card: word, worse, worm, world, worth; her, term, fern, germ, jerk, stern, bird, first, whirl, stir, dirt; burn, turn, church, fur, hurt, spurt. Shuffle the cards and deal five to each of two players. The remainder are a draw pile. Each player, in turn, draws a card and tries to match its spelling of the "er" sound with two others in his/her hand. If possible, the student reads the three cards and puts them face up in front. The player then discards face up in the discard pile. The next player may take the top discard or draw the top card from the draw pile. Play continues until one player has played all of his/her cards. To include additional players, add extra word cards.

\* \* \*

## OBJECTIVE

## RESOURCES

3b.5. Uses phonetic analysis  
to: recognize vowel  
digraphs. (M)

3b5.1. "Silent Scoop Tape"  
Spelling Magic  
Incentive Publications  
Box 12522  
Nashville, Tenn., 37212



## ACTIVITIES

## NOTES

- 3b5.1. Instruct the students to listen carefully to the tape and write each word indicated by the ringing bell. When the tape is finished, all the silent letters in the words are to be crossed out. Provide an answer key for students to check the correct spelling of each word. Let them draw a picture of the castle, the party, or the knight.
- 3b5.2. Word Detective: Explain that oo can make 4 different sounds and provide key words: look, moon, blood, and door. Provide a list of ten words, mixing the order of the sounds of this vowel combination. Say a sentence containing each word, but let the children supply the missing word by reading it correctly from the list. List words can include: took, book, tool, moon, food, cook, blood, school, spoon, wool, boot, door, hook, droop, cool, soon, and wood.
- 3b5.3. Bean Bag Toss: Write the digraphs on the board. Provide a stack of pictures that contain the digraphs to be reviewed. Toss a beanbag to a child. The child looks at the picture at the top of the stack and names and places it under the correct digraph. If the class agrees with the placement, they stand. If they disagree, they rest their heads. Repeat until you run out of pictures.

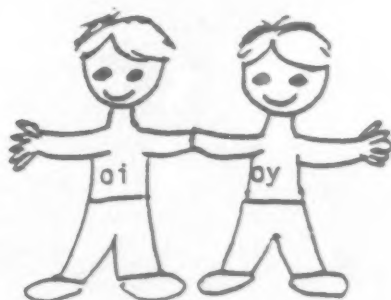
\* \* \*

## OBJECTIVE

## RESOURCES

20.6 Uses phonetic analysis  
to: recognize  
diphthongs. (M)

- 3b6.1. Tell the nursery rhyme "This little pig went to market." Bring props and let the children act it out, as you tell it. Explain before you start that there is a new sound today, which you spell "oy" or "oi." In telling the rhyme, when you get to "wee, wee, wee, all the way home," substitute "oy, oy, oy, all the way home." Hold up a sign with "oy" and "oi" on it every time the class says it. Let everyone in the class participate in the rhyme, doing it several times.
- 3b6.2. Jumbled Sentences: Letter each of the words of a sentence on a separate slip of paper and have the students put them in correct sequence. Use sentences with words formed with "ow, ou, aw," and "au": "The clown saw the brown cat with snow on his paws." "The squaw was a scout for the men at the fort." Some students may want to try creating the jumbled sentences for others to figure out.
- 3b6.3. Make a large clown head. Make the mouth large enough for a 4 inch card to pass through. One child feeds the clown a word card while another child reads it. Each time a diphthong word comes through the mouth, and the child can say it, the two children change places.
- 3b6.4 Diphthong twins: Cut out two paper dolls and mount on construction paper. Write "oi" and "oy" on the "Oy Boys". Tell students that since your ears can't distinguish which is sounding, your eyes must look at words carefully.  
(oil, joy)



The oy boys.

## OBJECTIVE

## RESOURCES

4a. Develops visual discrimination by: recognizing similarities and differences in pictures and shapes. (M)

### LIBRARY RESOURCES:

KIT Developing visual memory  
1531 SVE 1977  
Dev 4 fs/cas  
Loc: Ken

CM Reading without words,  
study skills book  
Scholastic, 1968  
Loc: Lin, Wil.



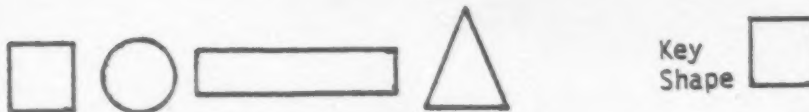
## VARIATION:

Make girl triplets and write er, ir, ur on paper dolls. The "Ir Girls" are an aid to help students recall that they all say ur. Tell students, your eyes must see which one sounds. (her, girl, church)

\* \* \*

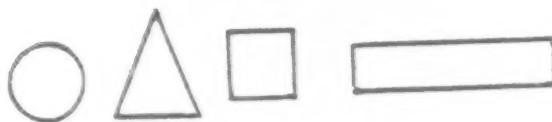
4a.1. Around Halloween, bring a pumpkin to the class. Pass it around to each child so they may feel the weight and texture of the skin. Discuss how it feels and what kind of face would be good for the shape. Draw on the features with a magic marker. Write an experience story using descriptive words offered by children. Rhexus pictures can also be used to help children read the story back to the class.

4a.2. Draw some shapes on the board. Have a key shape that the children should be looking for:



Let a child come to the board to match the key shape. Do this same activity with lower case and capital letters.

4a.3. Looking at pictures and shapes, ask the children what object most resembles a square, etc. How is this object different, or not exactly like a square?, etc.



## OBJECTIVE

## RESOURCES

4b. Develops visual discrimination by: discerning differences in size and shape of letters and words.

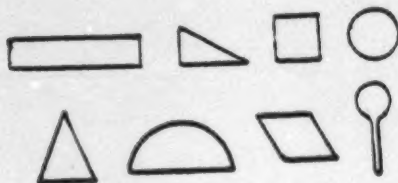
Classroom Reading  
Games Activity Kit.  
Jerry Mallett

The Center for Applied Research Inc.  
521 Fifth Ave., New York, N.Y. 10017  
1975, pp 33-34

# ACTIVITIES

# NOTES

- 4a.4. Be a Copy Cat: On the inside of a folder, paste the following shapes, cut from colored or patterned paper, each about 5" high:

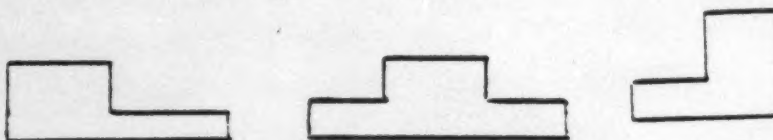


Tell students to look at each shape in each box. With crayons or markers, they copy the shapes.

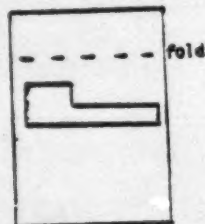
\* \* \*

- 4b.1. Use only sight words to help students recognize differences in size and shape of letters that form words. The teacher will provide matching sets of sight words, using both capital and lower case letters. Display a card and let the child match it and say the word. Let children use the words to make sentences.

- 4b.2. Make ten or more configuration cards from 3 x 4" oak tag. Cut them out



Make ten or more 12 x 4" cards with a fold.



Place the configuration cards on the child's desk. Have folded cards on desk also. Take one large card and have student look at the shape of the word on card, and look for the configuration card that can match it. Check by lifting flap.

\* \* \*

## OBJECTIVE

## RESOURCES

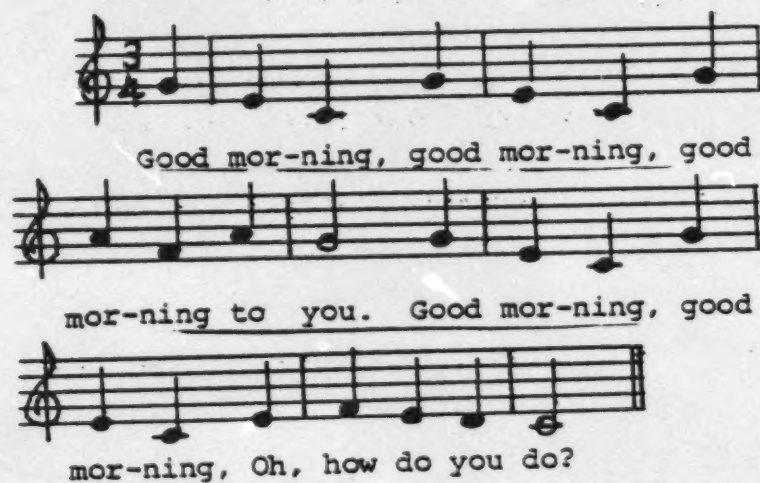
5. Develops left-to-right  
visual patterns. (M)



# ACTIVITIES

# NOTES

- 5.1. Using flip charts or sentences on the board, say, "Let's all read it together." Run your hand under the sentence as the children read, to stress the left-to-right progression.
- 5.2 Whenever you show a picture or object to the class (facing the class) begin at your right and move it toward your left. The children's eyes will follow in a left-to-right motion.
- 5.3 For an opening exercise in the morning, have two children face each other and hold up their right hands and sing:



When they say, "Oh, how do you do?", they shake hands with their partners, using their right hands.

\* \* \*

## OBJECTIVE

## RESOURCES

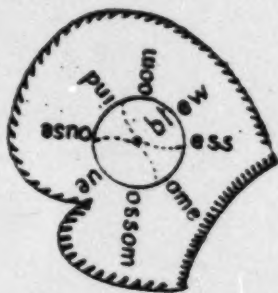
6a. Uses structural analysis to: recognize and identify the meanings of root words. (I)

A Bouquet of Reading Activities  
Oklahoma Reading Council  
Oklahoma State Department of Education, 1975  
p. 65

## ACTIVITIES

## NOTES

- 6a.1. Each child makes a mitt-shaped word wheel from tag board. In the middle place a white baseball with a prefix written on it. Attach these with a 3/8" brad in the center of the mitt. As the ball turns, the child says the words. This can be used as an art project in which each child makes a mitt. (Make two) Punch holes and use yarn to thread the mitt together.



NOTE: All mitts could be kept in a box for the children to use for free time.

- 6a.2. Root Relay: Print words with prefixes or suffixes on 40 index cards. Divide the group into 2 teams. Shuffle the cards. One child from each team goes to the chalkboard. The teacher draws a card and says the word. The first child to write the word correctly wins a point for his/her team. The game continues until one team has 20 points. Suggested words: thanks, also, away, added, reader, player, wishes.
- 6a.3. Given root words, prefix cards, and suffix wheel, the child learns to make new words. Provide a group of cards with root words, and a group of prefix cards with duplications. Each player gets at least five prefix cards. Root word cards are stacked face down on the table. A player draws a root card and tries to match it with his/her prefix cards. If there is no match, the root word is returned to the stack, and no points are awarded. But, if the player matches cards, he/she earns 1 point and may spin the suffix wheel. If the spin produces a workable suffix, the player earns one more point.

## OBJECTIVE

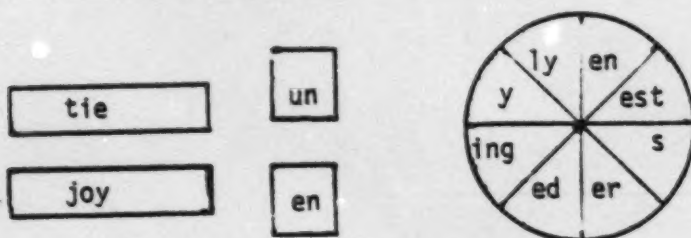
## RESOURCES

6b.1. Uses structural analysis to recognize inflectional forms and their influence on words to which they become attached:  
Inflections that indicate number (s, es) (I)



# ACTIVITIES

# NOTES



\* \* \*

6b1.1. From the word box choose root words. Each player is dealt 5 root cards. The root word cards are place face down on the table, and "s" and "es" are written on the board. The first player draws a root word from the stack and tries to match it to the correct suffix. If the player matches the suffix correctly, he/she gets two claps. If he/she cannot place the word under the correct suffix, the card is placed in a discard stack.

|      | "es" words | "s" words |      |
|------|------------|-----------|------|
| wash | bus        | boy       | doll |
| wish | church     | play      | car  |
| box  | buzz       | toy       | run  |

## 6b1.2 FISH ROOT

On small cards, write words to which "s" or "es" can be added to form plurals. Put words in fish bowl. Each day let a child draw a card from bowl. If the child can form the plural correctly and use the word in a sentence, he/she may keep the card. The one with the most cards at the end of the week is the winner.

6b1.3 Pictures/Words: Depending on the group of students, make cards with pictures or words on them. The child draws a card from a box and tells whether to add s or es to make the word plural.

|        |          |
|--------|----------|
| top    | tops     |
| bell   | bells    |
| church | churches |
| bush   | bushes   |
| watch  | watches  |
| bus    | buses    |

Put cards in a pocket holder, building a stair-

**OBJECTIVE**

**RESOURCES**

# ACTIVITIES

# NOTES

case with s or es words.

|      |        |
|------|--------|
| s    | es     |
| top  | church |
| bell | bush   |
| hat  | watch  |

- 6bl.4. Fold 2 sheets of paper in four equal parts (lengthwise). Make fourteen ruled lines across page. List these words: house, penny, candy, baby, couch, kiss, paint, class, flash, city, desk, book brush, bench, and cry in the left-hand column. In the next column, place plural suffix options. In the third column the correct suffixes should be written by the children. Fourth fold is folded over answers. Children check their own work.

|       |        |  |
|-------|--------|--|
| house | s, es  |  |
| penny | ies, s |  |
| candy |        |  |
| baby  |        |  |
| couch |        |  |
| kiss  |        |  |
| paint |        |  |
| flash |        |  |
| city  |        |  |
| desk  |        |  |
| book  |        |  |
| brush |        |  |

Do not  
lift  
until  
game is  
over.

## OBJECTIVE

## RESOURCES

6b2.1. Uses structural analysis to recognizes inflectional forms and their influence on word to which they become attached; inflections that indicate simple tense (s,ed,ing) (I)

Classroom Reading Game Activity Kit,  
Jerry K. Mallett, p 131



## ACTIVITIES

## NOTES

Sb2.1. Procedure: Put these suffixes on cards or chalkboard.

ed - s - ing

Children copy story from board and add missing suffixes,

### Story

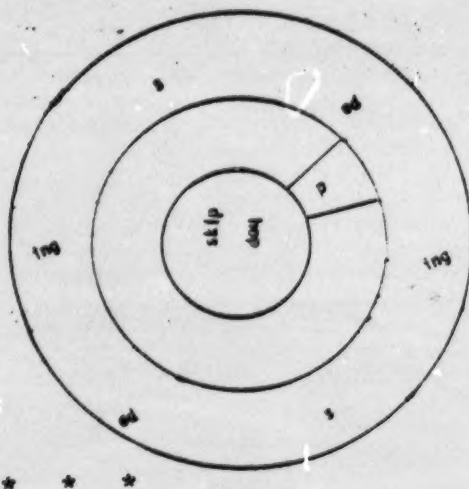
Tom and Joe want \_\_\_\_\_ to go fish \_\_\_\_\_.  
They pick \_\_\_\_\_ up their pole \_\_\_\_\_ and  
bait can \_\_\_\_\_ and walk \_\_\_\_\_ to their  
favorite stream. The sun was beam \_\_\_\_\_  
down when they start \_\_\_\_\_, but by the  
time they began to fish, the sky began cloud \_\_\_\_\_  
over. It soon began rain \_\_\_\_\_ and the  
two boy \_\_\_\_\_ ran for cover.

## OBJECTIVE

## RESOURCES

8. Identifies the number  
of syllables in a word.  
(I)

6b2.2 Make three wheels, each a different size. On the smallest wheel, put the root word. On the second wheel, make an opening. On the largest circle, write the suffix, more than one time. If the root word needs to double the final consonant before adding the ending, the second consonant needs to be put in front of the ending, but under the second circle so it will show when you turn the circles. Use a brad to fasten the circles together. Make two sets of circles, one for each type of root word.



- 8.1. To aid students in recognizing the number of syllables, have them clap their hands to the syllables in the word.
- 8.2. Students may use their fingers to count the number of syllables they hear.
- 8.3. Use the bouncing bottom to count syllables.
- 8.4. Count the number of times the chin moves.
- 8.5. Worm Syllables: Make several oak tag worms to fold. Print multisyllable words on worms. Fold between the syllables. Children will discover the number of syllables in those words.

## OBJECTIVE

## RESOURCES

9. Divides words into syllables. (I)

9.3. A Bouquet of Reading Activities,  
p. 80



# ACTIVITIES

# NOTES

9.1 Make a ditto that has 8 squares, with a word printed at the top of each square. Have the children write the word, divide the word into syllables, sound the word, and draw a picture in each square.

9.2. Middle Man: Cut out large (8½ x 11") letters, m,t,s,l. Trace one letter on each side of a folder. Draw these pictures and write these words on the cut-out letters.

| M      | T      | S        | L       |
|--------|--------|----------|---------|
| hammer | mitten | tassel   | pillow  |
| comma  | kitten | basset   | pillar  |
| lemon  | kettle | saucer   | bellows |
| bomber | butter | scissors | ballons |
| woman  | hitter | whistle  | dollar  |

Cut each letter into puzzle pieces. Write these instruction: Put each letter together saying each word trying to hear the middle sound, and looking at the divisions of the syllables.

9.3. Syllables: Word Put-Together Puzzle

Write vocabulary words, on 5x8" cards and cut in puzzle fashion dividing by syllables. Mix all parts together and let students find other half of their puzzle word.

sim ple puz zle

\* \* \*

## OBJECTIVE

## RESOURCES

10. Recognizes and formulates  
compound words. (I)

113

# ACTIVITIES

# NOTES

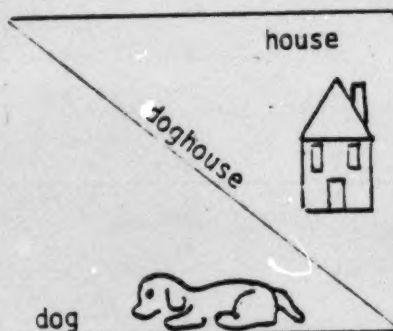
- 10.1. Two Words in One: Using 5 x 8" cards, write part of a compound word on one side and the other word on the other side. Cut like a puzzle into two pieces. Distribute pieces of cards to each child. Tell the children to find someone who will match the card and make a compound word.

in side

- 10.2. Make colored "leaves" or shapes for the season. Cut the leaves in half and put the first word of a compound word on one piece and the second word on the second piece. Tie a long piece of yarn to the first and second pieces, and stretch across the room to different areas. Each child must follow the yarn, hunting for the other half of his/her compound word.

- 10.3. Provide two lists of one-syllable words on the board. Children read all the words aloud and discuss their meaning. Tell the children to put two small words together (like adding) and see what they mean. Then have the children draw the pictures of the two different words on the same page, divided by a diagonal line with the compound word printed on it.

some + thing  
play + house  
some + one  
can + not  
dog + house  
pig + pen



\* \* \*

## OBJECTIVE

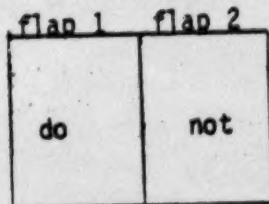
## RESOURCES

11. Identifies the meanings  
of contractions. (I)

12. Identifies the meanings  
of common abbreviations.  
(I)



- 11.1. Contraction Windows: Give each child about 5 strips of paper one inch wide by 12 inches long. List about 10 contractions on the board and let the children choose 5 to work with. Fold the paper like a window with shutters. Write the two words that form the contraction on the flaps, 1 and 2. Open the shutters up and write the contraction on the window.  
Next, give each child a large sheet of paper. Let them make a house and glue the windows on it.



Opening both flaps.  
the word 'don't'  
will appear.

- 11.2. Cut colored shapes, such as squares or circles, with several matching colors. On one shape, write a contraction, and write the two words of that contraction on a matching colored shape. Tie the two shapes together with about 3 feet of yarn. Place one end on the child's desk and hide the other end in the room. The child must find the matching words to his/her contraction word.
- 11.3. Pass out word cards that are used in contractions. Children compare their word cards to find which words could go together. Write the matching pairs of words on the board and let the children form the contractions. The pairs may stand under the correct words and write the contraction on the board.

\* \* \*

- 12.1. See LANGUAGE AND GRAMMAR STRAND Objective 48b.2
- 12.2. Plan a party or program when visitor will be invited to visit the class. Help the class prepare the guest list (principal, parents, other teachers, community leaders, etc.) Write title abbreviations and names on the board.  
Mrs. Smith  
Dr. Jones  
Mr. Anderson  
Discuss the abbreviations of titles.

## OBJECTIVE

## RESOURCES

13a. Uses context clues to determine the meanings of new words: picture clues. (M)

19. Uses capitalization and end punctuation as a guide to meaning. (I)

Language Games. Wagner, Guy, Hosier, Max and Blackman, Mildred Darien, Conn. Teachers Publishing Co., 1963

- 12.3. Write and mail a letter to the class. Print the envelope. On an opaque projector, show them the abbreviations, for state, street, drive, etc.. Make a mail box from divided bottle cartons covered with contact paper. Have one slot for each child. Let them address envelopes and notes to each other.

\* \* \*

- 13e.1. Pictures and Words of the Month: Arrange a bulletin board with pictures of the month. (September-color names and words for the month) Write the month words on cards and put in pocket for children to put on the board:

|               |       |        |        |
|---------------|-------|--------|--------|
| fall          | cool  | bird   | autumn |
| sun           | grass | leaves | moon   |
| school, etc.. |       |        |        |

Later the words may be jumbled and children try to match them with the picture on the bulletin board.

- 13e.2. Make cards with a picture on one side and the word on the other side. Have the child say the word and then turn it over to see if it is correct. Or have the child look at the picture first, and then look at the word.

\* \* \*

- 19.1. Read a sentence that ends with an exclamation point as though it had a period. Discuss how it was read. Reread it using much feeling. Discuss the difference in the two readings. Discuss that this is a way the author lets you know the intended meaning. This can be done with other forms of end punctuation (period and question mark)

- 19.2. Give students practice in spelling, capitalization and punctuation. Divide the class into two or more teams. Use the chalkboard and chalk. At a given signal one player from each team goes to the chalkboard and writes a word that will start the sentence for his team. Each member of the team, in turn, adds words to the team's sentence until all teams have completed a sentence that makes sense and is correct in spelling, capitalization, and punctuation.



## OBJECTIVE

## RESOURCES

- 21a. Understands the literal meaning of a passage: recognizes and recalls details explicitly stated in the selection. (I)

23. Differentiates between fantasy and reality. (I)

### LIBRARY RESOURCES:

DR Daugherty, James  
E Andy and the lion  
Le Columbia  
Recorded with the story of  
Ferdinand by Munro Leaf  
Loc: Jeff

DR Sendak, Maurice  
E Where the wild things are  
SE Weston Woods, 1968  
Loc: Jeff



## ACTIVITIES

## NOTES

NOTE: If a child adds a word that does not fit in the sentence structure, the teacher or team leader should help.

\* \* \*

21a.1. The teacher shows three pictures, and the class decides which should come first, second, and third. This is repeated with three different pictures. Then the teacher shows one picture, and the class imagines what came before and predicts what would happen next. This is repeated two more times. The teacher then reads The Little House pointing out changes sequentially occurring. Finally, students are given a strip of paper marked into 3 sections. The children draw pictures of the Little House at the first of the story, in the middle of the story, and at the end of the story.

21a.2. Locator: The children read a selection. They have the book opened to the beginning page of the selection. The teacher names some details of the story. The children find the sentence or sentences that contain the desired information. When the child has a marker or hand under the sentence, she/he stands. Have the child read the sentence and tell where it was found. If the child is correct, everyone turns to the passage. (Sometimes, they all read the passage in unison.) Continue the game with the teacher giving details and children locating the correct passages quickly. This can be done in large or small groups and can be a team competition.

\* \* \*

23.1. Divide the class into two groups: Earth Land People and Fantasy Land People. The Earth Land People describe a situation on earth that is "real." The people from Fantasy Land take the same situation and describe it from Fantasy Land. Reverse roles and begin with Fantasy Land first. List in proper order, the events of a day, first in reality then in fantasy.

## OBJECTIVE

## RESOURCES

33. Identifies with characters and events portrayed by authors. (I)

## ACTIVITIES

## NOTES

- 23.2. Using a newsprint paper sheet folded in half, write a sentence stating a fantasy on the left side. Students rearrange the sentence so that it tells something that could really happen and write it on the right side of the paper.

\* \* \*

- 33.1. Take old knee socks, cut off the foot part and sew closed. Use as hand puppets, decorated with magic markers and felt, or colored paper, glued on for features of characters in a story. Let the students produce puppet plays of scenes from the story. For extension, let them use puppets to act out what the character might do if \_\_\_\_\_.

- 33.2. Using masking tape and magic markers, create finger puppets of characters in a story the children have read. Students dramatize the story and portray characters, using the author's quotations and their own words.

\* \* \*

ADDITIONAL RESOURCES  
for  
STRAND IV

FS  
421.5      Learning about our language series, set I  
McGraw, 1966.  
(6 filmstrips)  
Loc:

FS  
372.4      Primary graded word phrases  
SVE, 1966.  
Level A: 1, 2, 3, 4  
Level B: 1, 2, 3, 4  
Level C: 1 - 10  
Level D: 1 - 16  
New graded word phrases  
Level E: 1 - 24  
Loc: Mad

FS  
372.4      Reading speed series  
SVE, 1966.  
Contents: 5-8 letter words, 4 letter words, 4-8 letter words,  
1-3 letter words, 3-4 letter words.  
Loc: Ken, Mad

FS  
421.5      Spelling: because they want to write  
Imperial Film Co., n.d.  
Contents: Letters, the guiding blocks; long and short  
vowels; quiet letters; combining vowels and consonants;  
digraphs, blends, and diphthongs; the alphabet and alphabetizing.  
Loc: Lin

FSR  
428      Working with blends and digraphs 6fs/3cas  
Wor      Troll, 1973  
Loc: Ike, Lin, Mad

FSR  
372.41      Alphabet fun (Gr. 1-3)  
A1      Coronet, 1973  
(4 FILMSTRIPS/CASSETTES)

FSR  
170      Creative thoughts  
Cr      Eyegate House, 1973.  
(4 filmstrips/cassettes)  
Contents: Interpretation: fact or fancy, illusions, translations  
Values: the thin line, situational ethics, changing patterns.  
Decisions: what if..., fads, hysteria. Ethics: personal, family  
community.  
Loc: Ken



ADDITIONAL RESOURCES  
for  
STRAND IV

- |                      |                                                                                                                                                                       |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FSR<br>813<br>Fir    | First choice authors and books<br>Pied Piper, 1974.<br>(4 filmstrips/cassettes)<br>Contents: Cleary, Bulla, Henry, Chase.                                             |
| FSR<br>372.4<br>Hea  | Headstart on reading: look and listen<br>Filmstrip House, 1967.<br>(4 filmstrips/records, guides)<br>Loc: Ike                                                         |
| FSR<br>372.4<br>Ho   | Holt Language Extenders, Kit 3.<br>Holt, Rinehart, & Winston, 1977.<br>(6 filmstrips, 8 cassettes, guide)<br>Loc: Ken                                                 |
| FSR<br>813<br>Lau    | Laura Ingalls wilder filmstrip showcase<br>Miller-Brody, 1976<br>(1 filmstrip, 3 cassettes, script)<br>Loc: Ad, Ike                                                   |
| FSR<br>372.4<br>Mon  | Monster Sound Filmstrips, Set 2.<br>Bowmar, 1975.<br>(4 filmstrips/cassettes, guide)<br>Loc: Ike                                                                      |
| FSR<br>372.4<br>Re   | Reaching Up<br>Scholastic, 1973.<br>(100 paperbacks, cards, records, tapes, charts)<br>Loc: Ike                                                                       |
| FSR<br>372.61<br>Sto | Stories about words. (Gr. 1-3)<br>Coronet, 1976.<br>Contents: Look-a-like words; sound-a-like words, synonyms,<br>antonmys, compounds, prefixes, suffices.<br>Loc: C1 |

ADDITIONAL RESOURCES  
for  
STRAND IV

- |                      |                                                                                                                                                                                                                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FSR<br>160<br>Thi    | Thinking skills<br>Troll Associates, 1974.<br>(6 filmstrips/cassettes, guides)<br>Contents: Getting the real facts; what can't you figure out;<br>deduction and inference; proper order and sequence; putting<br>things together; identifying and differentiating.<br>Loc: Ike |
| FSR<br>414<br>Wor    | Working with words<br>Troll Associates, 1974.<br>(6 filmstrips/cassettes, guides)<br>Contents: Introduction to syllables; prefixes and suffixes;<br>synonyms and antonyms; putting it all together; compound words<br>and plurals; working with syllables.<br>Loc: Ike, CI     |
| KIT<br>372.6         | Wordcraft: a new approach to rapid vocabulary building<br>Communicad, 1969<br>6 fs/cas/manual<br>Loc: Ken                                                                                                                                                                      |
| KIT<br>E             | Curious George Learns the alphabet<br>(Educational Enrichment, 1977<br>2fs, cas, dup masters, guide)<br>Loc: Mon                                                                                                                                                               |
| KIT<br>372.4<br>A1   | Alphatime (1st grade)<br>New Dimensions in Education, 1972<br>(records, guides, duplicating masters, inflatables)<br>Loc: Jeff, Ike                                                                                                                                            |
| KIT<br>372.41<br>Di  | Disney's reading comprehension progra, Set I.<br>Walt Disney Educational Media, 1978.<br>(4 filmstrips/records, guides, spirit masters)<br>Contents: The main idea; getting organized; sequence;<br>following directions.<br>Loc: Ken                                          |
| KIT<br>372.21<br>Kin | Kindergarten Keys<br>Language Development Cards.<br>Economy Co., 1968.<br>Loc: CI, McK                                                                                                                                                                                         |

ADDITIONAL RESOURCES  
for  
STRAND IV

- |                     |                                                                                                                                                                                   |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KIT<br>372.4<br>Re  | Reaching Higher<br>Scholastic, 1974.<br>(100 paperbacks, cards, records, tapes, charts)<br>Loc: Ike                                                                               |
| DR<br>425<br>SOV    | Sound skills: Consonants for upper grades, vol. I, II, III.<br>Classroom Materials<br>Loc: Mon                                                                                    |
| DR<br>398.24<br>Aes | Aesop's fables<br>Read by Boris Karloff<br>Loc: Cl, Jeff, Mad, Wil                                                                                                                |
| DR                  | Newbery Award/Honor Books recordings.<br>Miller-Brody.<br>Contents: Each Record has follow-up activities and guide.<br>Loc: All schools have a large selection.                   |
| TP                  | Grammar transparencies<br>Jenn Co., n.d.<br>Contents: Nouns; pronouns; adjectives; adverbs, capitalization, antonyms, synonyms, homonyms, alphabetizing, book parts.<br>Loc: Jack |
| TP                  | Language transparencies<br>Hayes Co., n.d.<br>Contents: Verbs, plurals, subjects, pronouns, punctuation, predicate, parts of speech.<br>Loc: Jackson                              |
| TR<br>372.4<br>Vo   | Vocabulary skills audion lesson<br>Reader's Digest, 1972.<br>(6 cassettes, guide) Levels 4,5<br>Loc: Mon                                                                          |
| CM                  | Read the picture stories<br>Word Making Production, 1967.<br>(12 Vol.)<br>Loc: Ike                                                                                                |



ADDITIONAL RESOURCES  
for  
STRAND IV

- CM EDL--Reference Skills (Study Skills Library)  
Level CCC by H. Alan Robinson  
 (Activity sheets)  
 Contents: Book titles; table of contents; title page;  
 illustrations and captions, maps, dictionary, index;  
 diagrams; glossary.  
Level DDD  
 (activity sheets)  
 Contents: Alphabetical order; title page; copyright notice;  
 table of contents, dictionary--words with many meanings;  
 dictionary--guide words, glossary, index, list of maps and  
 illustrations, acknowledgements page.  
Level EEE  
 (activity sheets)  
 Contents: Alphabetical order; table of contents; pronunciation  
 key; reference tables, index, glossary, bibliography, card  
 catalog.  
 Loc: Jack
- CM Schoolhouse: a word attack skills kit  
 SRA, 1973.  
 Loc: Ike, Jeff, Lin
- CM Read on! 100 individualized reading projects and exercises  
 for intermediate grade interest.  
 Educational Insights, 1974.  
 Loc: Ike, Ken
- CM Flash X - 10 Sight vocabulary, grade 3  
           - 5 Sight vocabulary, grade 1  
           - 6 Sight vocabulary, grade 2  
           - 2 Primary recognition  
           - 1 Readiness pictures  
           - 4 Basic accuracy, letters  
 Loc: McK
- CM Basic word sets --A  
 Barnell-Loft, 1973.  
 (36 booklets, spirit masters, guide)  
 Picto-Cabulary Series  
 Loc: Jack



ADDITIONAL RESOURCES  
for  
STRAND IV

- CM Capitalization and Punctuation A, B, C, D  
by Richard A. Boning  
Barnell-Loft, 1972.  
(4 boxes with 12 student booklets, record sheets, answer  
sheets, manuals)  
Loc: Jack
- CM Picto-cabulary series, Set 222  
by Richard A. Boning  
Barnell-Loft, 1972.  
Also: Words to eat  
Words to Meet  
Words to wear  
Loc: Wilson, Jack
- CM Discovery Reading Cards  
by Dana Newman  
Center for Applied Research, 1974.  
(30 cards)  
Loc: Jack, Wil, Ike
- CM Through Library doors  
Study skills book, SW 8.  
Scholastic, 1968.  
Loc: Lin
- CM Reading attainment systems  
Grolier, 1972  
(Reading selection, skill cards, etc.)  
Loc: Wil
- CM Creature Teachers -- Adventures in Hotel Scary  
Economy, 1974.  
(22 cassettes, pupil books)  
(word attack and early comprehension skills)  
Loc: C1
- CM IDEAL Tapes  
No. 2747 Vowels (10 tapes, ditto masters)  
No. 2727 Initial and final consonants (same)  
No. 2707 Reading-writing readiness (8 tapes, ditto masters)  
No. 2737 Blends and digraphs (5 tapes, ditto masters)  
Loc: C1

ADDITIONAL RESOURCES  
for  
STRAND IV

- |                    |                                                                                                                                                                      |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TA<br>372.4<br>Mat | Match letters (capitals)<br>SVE 1971 #1017<br>(8 cards, guide)<br>Loc: Ken                                                                                           |
| TA<br>372.4<br>Mat | Match letters (lowercase)<br>SVE 1971 #1018<br>(8 cards, guide)<br>Loc: Ken                                                                                          |
| TA<br>372.4<br>Rhy | Rhyming pictures bingo<br>SVE 1971 #1009<br>(8 cards, guide)<br>Loc: Ken                                                                                             |
| TA<br>372.4<br>Sho | Short vowels<br>SVE 1970 #1008<br>(8 cards, guide)<br>Loc: Ken                                                                                                       |
| TA<br>428<br>Wel   | Welcome to English, by Thomas Lisemore<br>Regents Pub. 1973<br>(5 books, Levels 1-5)<br>Loc: Jeff, and others                                                        |
| TA<br>428<br>Lan   | Language Skills: Consonant and vowel sounds<br>Teaching Resources 1973<br>(80 picture cards, guide)<br>Loc: Lin                                                      |
| TA                 | Ginn Basic Card Set: Unit II, word cards<br>Ginn and Co.<br>Loc: C1                                                                                                  |
| TA                 | Search and Research, Set A<br>(an individualized approach to the initial teaching of<br>research skills)<br>Creative Teaching Press CTP-144 (50 cards)<br>Loc: Adams |
| TA                 | The Vocabulary Box -- Primary<br>Educational Insights 1979 No. 9145<br>(120 activity cards)<br>Loc: Adams                                                            |

ADDITIONAL RESOURCES  
for  
STRAND IV

|                     |                                                                                                        |
|---------------------|--------------------------------------------------------------------------------------------------------|
| TA<br>372.4<br>Fin  | Final consonants<br>SVE 1970 #1006<br>(8 cards, guide)<br>Loc: Ken                                     |
| TA<br>372.4<br>Ini  | Initial consonants<br>SVE 1970 #1005<br>(16 cards, guide)<br>Loc: Ken                                  |
| TA<br>372.4<br>Lon  | Long vowels<br>SVE 1970 #1007<br>(8 cards, guide)<br>Loc: Kennedy                                      |
| TA<br>372.4<br>Sch  | Scholastic skills books -- Phonics<br>Scholastic Book Service, 1973.<br>Loc: Ike                       |
| TA<br>372.4<br>Cro  | Croft-NEI reading resource file<br>Bureau of Business Practice, 1975.<br>(60 cards, guide)<br>Loc: Mon |
| TA<br>372.6<br>Voc  | Vocabulary improvement practice.<br>Harcourt Brace Jovanovich, 1975.<br>(160 cards, guide)<br>Loc: Mon |
| TA                  | Language patterns<br>Milton-Bradley<br>Loc: Ad                                                         |
| TA<br>372.4<br>Usi  | Using context clues.<br>Educational Insights, n.d.<br>Loc: Ad                                          |
| TA<br>423.07<br>Dic | Dictionary Skills.<br>by L. Moquin<br>Curriculum Associates, 1974.<br>(10 books, guide)<br>Loc: Lin    |



ADDITIONAL RESOURCES  
for  
STRAND IV

- |                    |                                                                                                                                                                                    |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TA                 | Vocabulary Development<br>Milton-Bradley<br>Contents: synonyms, antonyms, homonyms, homographs, prefixes, suffixes.<br>Loc: Ad                                                     |
| TA                 | You'd better believe it<br>Educational Insights, n.d.<br>(100 individual reading exercises)<br>Loc: Jack                                                                           |
| TA                 | Mind Expanders<br>Educational Insights, n.d.<br>Loc: Jack                                                                                                                          |
| TA<br>028.7<br>Lib | Library Skills charts<br>Ideal, 1968. #2780<br>(18 charts, guide)<br>Loc: Ken                                                                                                      |
| TA                 | The Vocabulary Box -- Intermediate<br>Educational Insights, 1979. No. 9146<br>(120 activity cards)<br>Loc: Ad                                                                      |
| TA<br>028.7<br>Inf | Information Fast<br>Educational Insights, 1974.<br>(125 activity cards)<br>Loc: Ken, Jack, Mon                                                                                     |
| TA<br>028.7<br>Dis | Discovering your library<br>Creative Teaching Press, 1976. CTP-143<br>(activity cards, guide)<br>Doc: Jack                                                                         |
| TA                 | Strategies in Study Skills<br>Milton-Bradley<br>Contents: dictionary skill, reference skills, informational skills, sentence comprehension, paragraph comprehension.<br>Loc: Adams |



ADDITIONAL RESOURCES  
for  
STRAND IV

|                     |                                                                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| TA<br>372.4<br>Ind  | Individualized reading job cards<br>Stan Laird, 1971.<br>(cards, teacher's guide)<br>Loc: W11                                             |
| TA<br>372.4<br>Rea  | The Reading Box, 150 reading games and activities.<br>Educational Insights, 1974.<br>(150 game and activity cards)<br>Loc: W11, Jack, Mon |
| TA<br>793.73<br>Rea | Reading games and activities<br>by Mary E. Dorsey<br>Lear Sigler/Fearon, 1972.<br>Loc: W11                                                |
| TA<br>793.73<br>Sev | 77 games for reading groups<br>by Seymour Metzner<br>Lear Sigler/Fearon, 1973.<br>Loc: W11                                                |
| TA                  | Read On! 100 individualized reading projects and exercises<br>for intermediate grade interests.<br>Education Insights, 1974.<br>Loc: Ken  |
| FC<br>152.1<br>SAM  | Same or different cards<br>DLM 1970 DLM 176<br>(30 cards)<br>Loc: W11                                                                     |
| FC<br>152.1<br>Sam  | Same or different proportion cards<br>DLM 1973 DLM 254-A<br>(30 cards)<br>Loc: W11                                                        |
| FC<br>372.6<br>Ass  | Association picture cards I<br>DLM 1969 no. P-124<br>Loc: W11                                                                             |

ADDITIONAL RESOURCES  
for  
STRAND IV

|                    |                                                                                                                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FC<br>372.6<br>Ass | Association picture cards II<br>DLM 1969 no. P-155<br>Loc: Wil                                                                                                                             |
| FC<br>421          | Picture word builder<br>Milton Bradley 1966<br>Loc: Ike                                                                                                                                    |
| FC<br>421<br>Pic   | Picture word cards, the 95 commonest nouns<br>by Edward W. Dolch)<br>Garrard 1960<br>Loc: Ike                                                                                              |
| FC<br>428.3<br>Bas | Basic sight vocabulary cards<br>Garrard 1949<br>(220 cards)<br>Loc: Ike                                                                                                                    |
| FC<br>428.3<br>Pop | Popper words: Set 1: Easier half basic sight vocabulary<br>Set 2: Harder half basic sight vocabulary<br>by Edward W. Dolch)<br>Garrard 1960 (110 cards in each set)<br>Loc: Ike, Jack, Mon |
| FC<br>424<br>Honm  | Homonym poster cards<br>Milton-Bradley, 1965. #7510<br>(30 cards)<br>Loc: Ike                                                                                                              |
| FC<br>424<br>Syn   | Synonym poster cards<br>Milton-Bradley, n.d.<br>Loc: Ike                                                                                                                                   |
| FC<br>428<br>Ant   | Antonym poster cards<br>Milton-Bradley, 1968. No. 7529<br>(30 cards)<br>Loc: Ike, Ad                                                                                                       |

ADDITIONAL RESOURCES  
for  
STRAND IV

|                     |                                                                                                                    |
|---------------------|--------------------------------------------------------------------------------------------------------------------|
| GA<br>152.14<br>Pic | Pick-pairs; a card game of visual recall<br>Milton-Bradley, 1971.<br>(108 cards)<br>Loc: Ike                       |
| GA<br>414<br>Pho    | Phonetic rummy<br>Sets A, B, C, D<br>Kenworth, 1953. no. 2156<br>(60 cards in each set)<br>Loc: Ike, Jack, Mon (D) |
| GA<br>421<br>Dog    | Doghouse game fun with phonics<br>Kenworthy, 1963. #2155<br>Loc: Ike                                               |
| GA<br>421<br>Mat    | Match, a picture-word matching game, Set 1<br>by Edward W. Dolch<br>Garrard, 1953.<br>(96 cards)<br>Loc: Ike       |
| GA<br>421<br>Mat    | Match me, rhyming words activity cards<br>Trend Enterprises, 1974. #T-332<br>(32 cards)<br>Loc: Ike                |
| GA                  | Lets' learn sequence<br>Instructo, n.d. #1015<br>Loc: Jack                                                         |
| GA                  | Word Prefixes<br>Word Suffixes<br>Kenworthy, n.d.<br>Loc: Jack                                                     |
| GA<br>414<br>Pho    | Phonic rummy, sets 1, 2, 3<br>Kenworthy, 1973<br>(3 sets of cards, directions)<br>Loc: Mon, Jack                   |

ADDITIONAL RESOURCES  
for  
STRAND IV

- |                    |                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| GA<br>421          | Vowel lotto<br>designed by Edward W. Dolch<br>Garrard, 1956<br>(game cards, marker, directions)<br>Loc: Mon                                  |
| GA<br>372.4        | Reading games that teach word attack skills, book IV<br>Creative Teaching Press, 1970.<br>(39 games)<br>Loc: W11                             |
| GA<br>428.3<br>Pas | Password<br>Milton-Bradley, 1970<br>Loc: Ike                                                                                                 |
| GA<br>028.7<br>Coo | Cool Chicken (library skills)<br>Upstart, 1978.<br>(gameboard, 162 cards, markers, story, rules)<br>Loc: Mad, Mon                            |
| GA<br>028.7<br>Lib | Library games; classifying and finding materials<br>Learnco, 1970. #C 141<br>Library Games Skills Kit I<br>(activity cards)<br>Loc: Mon, Mad |
| GA<br>028.7<br>Lib | Library games; using the card catalog<br>Learnco, 1976. #C 145<br>Library Games Skills Kit II<br>(activity cards)<br>Loc: Mad, Mon           |
| GA<br>027.8<br>Usi | Using the Encyclopedia<br>Learnco, n.d. #E 146<br>Library Games Skills Kit III<br>(activity cards)<br>Loc: Mad                               |



ADDITIONAL RESOURCES  
for  
STRAND IV

- |                       |                                                                                                                                                       |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prof.<br>372.4        | Barnes, Don<br>Reading, Thinking, and Reasoning Skills.<br>Steck-Vaughn Co., 1974.<br>(6 levels of pupil workbooks and teacher's guides)<br>Loc: C.C. |
| Prof.<br>028.5<br>Bec | Beck, Margaret V.<br>A guide for introducing library skills to kindergarten and<br>primary grades.<br>T. S. Denison, 1967.<br>Loc: Jack, Mon, C.C.    |
| Prof.<br>028.7<br>Bec | Beck, Margaret V.<br>Guidebook for teaching library skills.<br>T. S. Denison, 1965.<br>Loc: Jack, C.C.                                                |
| Prof.<br>372.1<br>Bel | Bell, Irene Wood<br>Basic media skills through games.<br>Libraries Unlimited, 1979.<br>Loc: Mon                                                       |
| Prof.<br>028          | Decker, Isabelle M.<br>100 novel ways with book reports.<br>Citation Press, 1969.<br>Loc: C.C.                                                        |
| Prof.<br>372.4<br>Far | Farnette, Cherrie<br>Kids' Stuff reading and writing readiness.<br>Incentive Publication, 1975.<br>Loc: Mad                                           |
| Prof.<br>372.4<br>FOR | Forte, Imogene<br>Kids' Stuff reading and language experiences.<br>Incentive Publishing, 1975.<br>Loc: Mad                                            |
| Prof.<br>372.4<br>For | Forte, Imogene<br>Kids's Stuff reading and language experiences.<br>Incentive Publishing, 1973.<br>Loc: Mad                                           |

ADDITIONAL RESOURCES  
for  
STRAND IV

- |                       |                                                                                                                                                                 |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prof.<br>372.6<br>Lip | Lipson, Greta B.<br>Fact, fantasy and folklore, expanding language arts and<br>critical thinking skills.<br>Good Apple, 1977.<br>Loc: Ike                       |
| Prof.<br>372.4<br>Mal | Mallett, Jerry J.<br>Classroom reading games activities kit.<br>Center for Applied Research in Education, 1975.<br>Loc: Lin, C.C.                               |
| Prof.<br>372.4<br>Mye | Myers, Garry<br>Fun with phonics<br>Highlights for Children, 1966.<br>Loc: Kennedy                                                                              |
| Prof.<br>372.6        | Platts, Mary E.<br>Anchor; a handbook of vocabulary discovery techniques<br>for the classroom teacher.<br>Educational Service, 1970.<br>Loc: Wil, Mon, Lin, Mad |
| Prof.<br>372.6<br>Rib | Ribisl, Jean M.<br>Consonant capers<br>Houghton-Mifflin, 1975.<br>(6 booklets)<br>Loc: Mon                                                                      |
| Prof.<br>372.6<br>Way | Wayman, Joe<br>Secrets and surprises.<br>Good Apple, 1977.<br>Loc: Ike, C1                                                                                      |

**STRAND V**

**WRITING**

## OBJECTIVE

## RESOURCES

1. Recognizes that the written words are graphic symbols for spoken words.  
(M)

- 2a. Develops handwriting Skills: uses manuscript.  
(M)

"Teaching Manuscript Writing" is a detailed explanation of techniques for teaching stroke and spacing to first graders. It was prepared by the first grade committee and is available in the Curric. Office.



## ACTIVITIES

## NOTES

- 1.1. Recall picture-word association by drawing on chalkboard. Show students correct formation for writing graphic symbols for writing.
- 1.2. Prepare ditto sheet with letters in dashed lines to trace over. The letters form words. The child will color the words and show the class to identify word. Words can be as easy or difficult as their reading ability develops. Use pictures, or draw a picture, to go with each word that you are having the children trace.

\* \* \*

- 2a.1. Make a ditto instructing pupils to - place missing letters on blue line.

Aa B \_ Cc \_ \_ d E \_ F \_ \_ - so on to z

- 2a.2. You will need line writing paper and breakfast cereal such as Cherrios, Tasteeos, or Fruit Loops which are shaped like lower case o. During initial experiences with writing, students often have trouble finding correct placements for letters and identifying solid and dotted line functions. Students are provided with writing paper and cereal and instructed to glue the cereal so that the tops of the o's touch the dotted line and the bottom of the o's touch solid line beneath dotted line. A demonstration will probably prove beneficial. Students should also be encouraged to allow finger spaces between glued o's.



\* \* \*

## OBJECTIVE

## RESOURCES

2c. Develops handwriting skills: prints neatly, legibly, and with moderate speed. (M)

2d. Develops handwriting skills: uses left-to-right progression. (M)

2d.1 Thompson, Richard, Energizers For Reading Instruction. P. 199.

## ACTIVITIES

## NOTES

2c.1. Write a riddle in four sentences such as:  
I live in a pool. I like to swim. Cats eat me.  
What am I? I am a \_\_\_\_\_?

I live in a barn. I eat hay. I say moo.  
I give milk. What am I? I am a \_\_\_\_\_.

I live in a burrow. I eat carrots. My tail  
is short. My fur is soft. What am I?  
I am a \_\_\_\_\_.

2c.2. Together (children and teacher) write News for  
the Day. Children suggest items, and the  
teacher writes it on the board. Have the  
students re-read the whole story and then write  
it neatly, legibly and with moderate speed.  
Variations: Write experience stories and chart  
stories about a picture or similar object. Have  
the children copy poems suitable for the month  
or appropriate for other related subject matter.

\* \* \*

2d.1. To introduce the concept of combining familiar  
words to make a simple sentence, the teacher  
distributes 5 x 8" cards with familiar nouns,  
verbs and adjectives printed on them. Tape a  
card on each child's clothing and let them  
move freely about the room to find other words  
with which they can form a sentence. One group  
at a time stands at the front of the room and  
presents the sentence to the class. Be sure  
the children are standing correctly so the  
class can read sentence from left to right.

2d.2. When reading to the children and showing pictures,  
facing the class, always start with a movement  
from your right to your left. The children's  
eyes will follow the movement of the material  
in a left to right movement.

2d.3. Provide a ditto sheet with three squares across  
the page. Have the students draw the first  
thing from a story in the left square. They  
illustrate the middle of the story in the middle  
square, and draw the story ending in the right  
square. Have them show their illustrations to  
the class, beginning with the left square.

\* \* \*

## OBJECTIVE

## RESOURCES

2e. Uses simple punctuation marks.



- 2e.1. Have the children put a period or question mark after each sentence.
1. The boy came home
  2. What are you doing
  3. We have a rabbit
  4. Will he come soon

## VARIATION:

This can also be used to work with capital letters. Use them both together.

- 2e.2. NOTE: This activity also establishes "haven't any" for "ain't got none" and "haven't got none." One child pretends to be a caretaker at a zoo, who cares for one kind of animal only. Others try to guess what animal he/she has in care. Print the questions and answers on the board for the students to copy.
- Question: Have you any lions?  
 Answer: I haven't any lions.
- Question: Have you any bears?  
 Answer: Yes, I have some bears.

The correct guesser is the next one to be "it".

- 2e.3. The teacher says the riddle,  
 "I am little and round. I belong at the end of a telling sentence. What am I?" (a period)  
 Then write a short simple sentence on board for the children to copy on their papers.  
 The teacher tells the next riddle,  
 "I ask something of some one. You can answer yes or no to it. I look like half a circle with a tail coming down to make a little round dot."  
 Write a short simple question on board for the children to copy.  
 The final riddle is,  
 "I come after something that shows surprise. Some people call me a ball and a bat." Use sample exclamatory sentence on the board to be copied.

\* \* \*

## OBJECTIVE

## RESOURCES

6. Spells a prescribed set or series of words correctly. (M)

6.3. Petreshene, "The Spunky Speller",  
Instructor. Jan., 1981, Harcourt,  
Brace Jovanovich. Danville, NY p. 45.

6.4. Petreshene, "The Spunky Speller",  
Instructor. p. 45

## ACTIVITIES

## NOTES

- 6.1. Each child selects a picture and writes simple sentences to make a short story about the picture. On the back of each picture could be words that a child might want to use in writing the story about the picture.
- 6.2. **Pocket Words**  
Make a big chart with pockets for each of the 26 letters. Use 2 x 4 inch cards on which words are printed. Do this as you begin your phonics. Have children put the word card in its right pocket with the beginning sound. This can be a game to put words in the proper pocket -- and then to use as they begin to spell and write stories. When a child uses a word for writing, he/she takes it to his/her desk but returns it so that others may use it too. This could be called a pocket dictionary also.
- 6.3. **Spelling Box**  
Using 1 inch-squared graph paper, the child writes one letter of a word on each square. The student cuts the squares apart, mixes them up and rearranges them in correct sequence. Then they may be pasted on a piece of paper. Have a master box with words, graph paper, paste and scissors. Or use the activity with entire group.
- 6.4. **Alphabet Macaroni**  
Use alphabet macaroni you can buy. The vowels of the alphabet could be dyed to a different color. Give a child a word to spell. The child spells the word with macaroni using the two colors, and glues the macaroni letters on dark paper. This can be a group activity or have several prepared boxes that the children can work on individually. Words can be given by another child.

\* \* \*

## OBJECTIVE

## RESOURCES

9. Writes a complete simple sentence. (I)



## ACTIVITIES

## NOTES

- 9.1. Given a paper with dots, the child will be able to draw an imaginary animal from which he will write a sentence about the animal.

### VARIATION:

Ask the child to place seventeen dots at random and connect the dots. Place an "eye" and a "mouth" on the animal. Tell something about your imaginary animal.

- 9.2. Class Newspaper  
Each child shares a picture, story, book or specimens and summarizes his/her idea. The teacher writes sentence on the board and the children proofread. It may be written on lined newsprint taped to board. One month "issues" may be bound and placed for convenient reading.

\* \* \*

ADDITIONAL RESOURCES  
for  
STRAND V

- |                         |                                                                                                                                                                                                                                                                    |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FS<br>412<br>ST         | The story of writing<br>McGraw<br>Loc: McK, Mad                                                                                                                                                                                                                    |
| FS<br>425               | Fundamentals of language arts (series)<br>Eyegate 1957<br>Contents: Story book people/select the best title/ name the picture/famous events in American History/ Famous people/ famous works of art/ historic places.<br>Loc: Ken                                  |
| FSR<br><br>372.6<br>Sit | Situational Language; activities for applying language arts skills<br>Knowledge Aid, 1400<br>(5 fs, 5 cassettes, student activity book, guide)<br>Skills include: punctuation, capitalization, spelling, word meaning, and techniques of proofreading.<br>Loc: Lin |
| KIT<br>372.4            | Fokes sentence builder<br>by Joann Fokes. Teaching Resources. 1976<br>(5 boxes w/200 cards, 45 sentence markers, etc.)<br>Loc: Ike                                                                                                                                 |
| KIT<br>428.2            | Come to your senses, a program in writing/awareness<br>Scholastic Magazine. 1970 (30 photos, 7 posters, guide, 4fs)<br>Contents: Using your senses; relationships; the drama of people; telling the story<br>Loc: Ken, Ike                                         |
| TP<br>428.2             | Sentence building<br>3M 1965<br>Loc: Ken                                                                                                                                                                                                                           |
| TR<br>808.82            | Developing creative ability<br>Wilson, 1968<br>Contents: listening fun; activities for creative writing; using descriptive words; sound stories.<br>Loc: C1                                                                                                        |

ADDITIONAL RESOURCES  
for  
STRAND V

- CM            Write on! a collection of 70 creative writing ideas for teachers.  
Educational Insights 1974  
Loc: Ken
- CM            Write on! a collection of 50 creative writing ideas for  
individualized instruction.  
Educational Insights 1974  
Loc: Ken
- CM            Write it right. Skills book, SW 16  
Scholastic, 1970  
Loc: Lin, Wil
- CM            Write with feeling. Skills book, SW 17  
Scholastic, 1970  
Loc: Wil, Lin
- CM            Modern Curriculum Press  
Skill Boosters --C  
Includes; Organizing Information, Increasing comprehension,  
Building word power, Working with facts and details, Using references.  
Loc: Jack
- CM            Discovery Writing Cards  
by Dana Newman  
Center for Applied Research 1974  
(30 cards, guide)  
Loc: Jack
- A  
372.6        Story starters; primary level  
Sto          Creative Teaching Press, 1972. CTP-104  
             (50 idea cards)  
             Loc: Ad, Mon
- TA            Recipes for creative writing-primary level  
Creative Teaching Press, n.d. CTP-100  
(50 cards)  
Loc: Ad

ADDITIONAL RESOURCES  
for  
STRAND V

- TA            The Spelling Box--Primary  
Educational Insights, 1979. No. 9143  
(125 activities)  
Loc: Ad
- TA            Story starters; intermediate level  
372.6        Creative Teaching Press, 1972. CTP-103  
Sto        (50 idea cards)  
Loc: Ad, Mon
- TA            Recipes for creative writing-intermediate  
Creative Teaching Press, n.d. CTP-101  
(50 cards)  
Loc: Ad
- TA            The Spelling Box -- Intermediate  
Educational Insights, 1979. No. 9144  
(125 activities)  
Loc: Ad
- TA            Creative writing, or story starters for the writing  
372.6        center  
Cre        Teacher's Aide Publishing, n.d. #1003  
(30 cards, teacher's directions)  
Loc: Jack
- TA            Recipes for creative writing; Set I: General Recipes  
372.6        Creative Teaching Press, 1966.  
Rec        (activity cards, instructions)  
Loc: Mon
- TA            Flub Stubs, prescriptive task cards to improve  
writing skills by Cheryl Brown  
Creative Teaching Press, 1975.  
(67 cards)  
Loc: Mon
- TA            The Poetry Box  
Educational Insights, n.d.  
(activity cards)  
Loc: Ad



ADDITIONAL RESOURCES  
for  
STRAND V

|                        |                                                                                                                                |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| GA<br>428.1<br>Spe     | Spelling games Learning kit A, B, C, D, C.<br>Lyons and Crnahan. 1969.<br>(5 games each kit)<br>Loc: Jeff, Ike, Mon, Jack, Mad |
| GA<br>372.4<br>Ani     | Animal spelling game<br>Ed-U-Cards, 1969.<br>Loc: Ike                                                                          |
| GA                     | Scrabble--Sentence game for Juniors<br>Selchow and Righter, n.d. #23<br>Loc: Jack                                              |
| GA<br>421.4<br>Spi     | Spill and spell<br>Parker Brothers, 1971.<br>(15 cube crossword game)<br>Loc: Mon                                              |
| GA<br>793.73<br>Scr    | Scrabble sentence cube game<br>Selchow and Righter, 1971<br>(21 cubes, timer, tumbler, score sheet)<br>Loc: Monroe             |
| 411<br>Sco             | Scott, Joseph<br>Hieroglyphs for fun<br>Loc: Lin                                                                               |
| 411<br>Og              | Ogg, Oscar<br>The 26 letters<br>Loc: Jeff, Ken, Lin, McK.                                                                      |
| Prof.<br>808.06<br>Car | Carlson, Ruth<br>Sparkling words; 200 practical and creative writing ideas.<br>Wagner Printing, 1965.<br>Loc: Ike, C.C.        |

ADDITIONAL RESOURCES  
for  
STRAND V

- |                        |                                                                                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prof.<br>372.6<br>Chr  | Christensen, Fred<br>Springboards to creative writing.<br>Prentice-Hall, 1971.<br>Loc: Mon                                                                          |
| Prof.<br>372.63<br>DAM | D'Ambrosio, Robe-ta A.<br>Spell well: 50 prescriptive spelling activities for the<br>primary and intermediate grades.<br>Fearon Pitman Learning. 1980.<br>Loc: Jeff |
| Prof.<br>372.63<br>Dan | Daniel, Charlie<br>Super spelling fun.<br>Good Apple, 1978.<br>Loc: Ike, McK                                                                                        |
| Prof.<br>372.4<br>Far  | Farnette, Cherrie<br>Kids' Stuff reading and writing readiness.<br>Incentive Publishing, 1975.<br>Loc: Mad                                                          |
| Prof.<br>793.73<br>For | Forte, Imogene<br>Spelling magic; activities, gimmicks, games galore for<br>making learning mean lots more!!<br>Incentive Publishing, 1976.<br>Loc: Ike             |
| Prof.<br>372.63<br>Gri | Grimm, Gary<br>The Good Apple spelling book.<br>Good Apple, 1977<br>Loc: Ike, McK                                                                                   |
| Prof.<br>372.64        | King, Joyce<br>Imagine that! illustrated poems and creative learning<br>experiences. Goodyear Publishing, 1976.<br>Loc: Ike                                         |
| Prof.<br>372.6<br>Koc  | Koch, Kenneth<br>Wishes, lies, and dreams; teaching children to write poetry.<br>Chelsea House, (1970).<br>Loc: Ike, Mon                                            |

ADDITIONAL RESOURCES  
for  
STRAND V

- |                        |                                                                                                                                                                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prof.<br>372.6<br>Mah  | Mahon, Julia C.<br>The first book of creative writing.<br>Watts, 1968.<br>Loc: C.C.                                                                               |
| Prof.<br>808.02<br>Pot | Potter, Robert<br>Writing sense.<br>Globe Book Co., 1975<br>Loc: C.C.                                                                                             |
| Prof.<br>372.6<br>Sho  | Sholin, Amy<br>Cook up tales<br>Scholastic, 1973.<br>Loc: Mon                                                                                                     |
| Prof.<br>372.6<br>Spe  | Spencer, Zane A.<br>Flair; creative writing techniques for the elementary school<br>teacher.<br>Educational Service, 1972.<br>Loc: Wil, Ike, Mad, Mon, Jeff, C.C. |
| Prof.<br>372.62<br>Sta | Stanish, Bob<br>Sunflowering; thinking, feeling, doing activities for<br>creative expression<br>Good Apple, n.d.<br>Loc: Ike, C1                                  |
| Prof.<br>808<br>Str    | Strong, William<br>Sentence combining.<br>Random House, 1973.<br>Loc: C.C.                                                                                        |
| Prof.<br>372.6         | Turner, Thomas T.<br>Creative activities resource book for elementary school teachers.<br>Reston Publishing Co., (Prentice-Hall), 1978.<br>Loc: C.C.              |

## APPENDICES



# KEY TO ABBREVIATIONS: LIBRARY RESOURCES

|       |                                                                                                                  |
|-------|------------------------------------------------------------------------------------------------------------------|
| FS    | Filmstrip                                                                                                        |
| FSR   | Filmstrip and recording                                                                                          |
| KIT   | Usually filmstrip, recording and activity sheets, game boards, guides, cards, etc. (a combination of activities) |
| DR    | Disc recording (records)                                                                                         |
| TP    | Transparencies                                                                                                   |
| TR    | Tape recording                                                                                                   |
| CM    | Curriculum materials                                                                                             |
| TA    | Teaching aide                                                                                                    |
| GA    | Games                                                                                                            |
| PM    | Programmed materials                                                                                             |
| SP    | Study print                                                                                                      |
| PROF. | Professional, refers to books kept in a professional collection for teachers                                     |

NUMERALS      Book

## KEY TO ABBREVIATIONS -- SCHOOL AND LOCATION:

|      |                    |
|------|--------------------|
| Ad   | Adams              |
| Cl   | Cleveland          |
| Ike  | Eisenhower         |
| Jack | Jackson            |
| Jeff | Jefferson          |
| Ken  | Kennedy            |
| Lin  | Lincoln            |
| Mad  | Madison            |
| McK  | McKinley           |
| Mon  | Monroe             |
| Wil  | Wilson             |
| C.C. | Central collection |
| T.C. | Teachers' Center   |

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# BIBLIOGRAPHY OF TEACHING AIDS

## LANGUAGE MASTER CARDS/TUTORETTE

| Call No.      | Title                                                                                                                                    | Location |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------|----------|
| TA/372.4/Sig  | Sight words for beginning readers<br>Audiotronics #2015                                                                                  | Lin.     |
| TA/372.4/Str  | Structural analysis for beginning<br>readers. Audiotronics                                                                               | Lin      |
| TA/372.6/Tri  | Tricky words; how to spell them<br>Audiotronics #2200                                                                                    | Lin.     |
| TA/372.61.Nou | Nouns: everyday things<br>Bell & Howell #111021                                                                                          | Lin.     |
| TA/372.61/Phr | Phrases<br>Bell & Howell #111031                                                                                                         | Lin.     |
| TA/372.61/Sen | Sentences<br>Bell & Howell #11032                                                                                                        | Lin.     |
| TA/372.4/Fun  | Fun with phonics, Set I: Initial<br>Consonants #2051<br>Set IV: Long and short vowels<br>#2054<br>Set X: Syllables #2060<br>Audiotronics | Lin.     |
| TA/372.4/Bas  | Basic vocabulary building, Set I,II.<br>Audiotronics #2016, #2017                                                                        | Loc.     |
| TA/372.4/Alp  | Alphabet zoo<br>Audiotronics #2000                                                                                                       | Lin.     |
| CM            | Verbs: action words<br>Bell & Howell                                                                                                     | Ike.     |
| PM/372.4/Rea  | The phonics program, Set I:<br>sound blending and beginning<br>phonetic skills<br>Bell & Howell                                          | Ike.     |

BORG-WARNER SYSTEM 80

| <u>Call No.</u> | <u>System 80 Title (Level)</u>    | <u>Location</u>        |
|-----------------|-----------------------------------|------------------------|
| Kit/372.4       | Reading words in context (A)      | Lin, Wil.              |
|                 | Reading words in context (B)      | Lin, Wil.              |
|                 | Reading words in context (C)      | Lin, Wil.              |
|                 | Reading words in context (D)      | Ike, Lin.              |
|                 | Reading words in context (E)      | Ike.                   |
|                 | Reading words in context (F)      | Ike.                   |
|                 | Reading words in context (G)      | Lin.                   |
|                 | Reading words in context (J)      | Lin.                   |
|                 | Reading words in context (L)      | Lin.                   |
| Kit/372.4/Lea   | Learning letter sounds (C)        | Ike.                   |
|                 | Learning letter sounds (D)        | Ike.                   |
|                 | Learning letter sounds (E)        | Ike.                   |
|                 | Learning letter sounds (F)        | Ike                    |
|                 | Learning letter sounds (G)        | Lin, Ike.              |
|                 | Learning letter sounds (H)        | Ike.                   |
| Kit/372.4/Dev   | Developing structural analysis    |                        |
|                 | skills.....(I)                    | Ike, Lin, Wil.         |
|                 | .....(J)                          | Ike, Wil.              |
|                 | .....(K)                          | Ike, Lin, Mck,<br>Wil. |
| Kit/372.6/Pre   | Preschool concept development (E) | Lin.                   |
| Kit/372.6/Con   | Concept development series (H)    | Lin.                   |
|                 | Concept development series (I)    | Lin.                   |

DEXTER AND WESTBROOK

SUPPORTIVE READING SKILLS SERIES (8 booklets, dup. masters, guide)

| <u>Call. No.</u> | <u>Title (grade A=1)</u>                           | <u>Location</u>     |
|------------------|----------------------------------------------------|---------------------|
| Kit/427/Sup      | Interpreting Idioms (C)                            | Mon.                |
| Kit/428.1/Sup    | Reading Hereronyms (C)                             | Mon.                |
| Kit/428.1/Sup    | Reading Homographs (A)                             | Cl.                 |
|                  | Reading Homographs (C)                             | Mon.                |
| Kit/428.4/Sup    | Reading Homonyms (A)                               | Jack, Cl.           |
|                  | Reading Homonyms (B)                               | Jack, Wil.          |
|                  | Reading Homonyms (C)                               | Mon, Wil, Jack, Cl. |
| Kit/372.4/Sup    | Rhyme Time                                         | Mon.                |
| Kit/428.4/Sup    | Phonic Analogies                                   | Lin.                |
| Kit/428.4/Sup    | Syllabication (D-1)                                | Wil.                |
|                  | Syllabication (D-2)                                | Wil.                |
|                  | Syllabication (D-3)                                | Wil.                |
|                  | Syllabication (E-1)                                | Wil.                |
| Kit/428.4/Sup    | Using a Table of Contents (A)                      | Cl.                 |
|                  | Using a Table of Contents (C)                      | Jack, Wil.          |
|                  | Using a Table of Contents (D)                      | Jack, Wil.          |
|                  | Using a Table of Contents (E)                      | Jack                |
| Kit/428.4/Sup    | Using an Index (C)                                 | Wil.                |
|                  | Using an Index (D)                                 | Wil.                |
|                  | Using an Index (E)                                 | Wil.                |
|                  | Understanding Questions (A)                        | Cl.                 |
|                  | Understanding Word Groups (A)                      | Cl.                 |
|                  | Understanding Word Groups (C)                      | Cl.                 |
|                  | Learning to Alphabetize (A)                        | Cl.                 |
|                  | Learning to Alphabetize (C-1)                      | Cl.                 |
|                  | Learning to Alphabetize (C-2)                      | Cl.                 |
| Kit/428.4/Sup    | Syllabication<br>(17 booklets, dup. master, guide) | Jack.               |
| Kit/428.4/Sup    | Reading Ads (A)<br>(8 booklets, manual)            | Lin.                |
| Kit/428.4/Sup    | Reading Schedules (A)<br>(6 booklets, manual)      | Lin.                |



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